



FLORIDA

4-H Program Handbook

UF UNIVERSITY of
FLORIDA
IFAS Extension
4-H Youth Development

Florida 4-H Youth Development Program, Institute of Food and Agricultural Sciences, University of Florida. All programs and related activities sponsored for, or assisted by, the Institute of Food and Agricultural Sciences are open to all persons regardless of race, color, age, sex, handicap, or national origin. Printed November, 1999. Section 6 revised in 2001.

PREFACE

The purpose of this handbook is to set forth operating policies and procedures for the University of Florida 4-H Youth Development Program (4-H). This document also sets out certain standards and guidelines to be used to assure that 4-H is providing quality programs for our youth. 4-H operates within policies, guidelines and procedures of the University of Florida in general, and the Institute of Food and Agricultural Sciences, which encompasses both the Agricultural Experiment Station and Cooperative Extension. As noted in this handbook, some policies and procedures of the United State Department of Agriculture-Extension Service also apply.

County 4-H policy is guided by the County 4-H Advisory Committee under the overall County Extension Committee/Board. Legal authority for the 4-H program rests with the Director of Cooperative Extension, University of Florida. No county 4-H policy may conflict with state 4-H policy or federal requirements.

The handbook applies to all administrators, specialists, agents, para-professionals, other support staff, advisory groups, volunteers, and youth associated with the 4-H Youth Development Program.

Where noted, reference material and more detailed information will be included in appendices or can be obtained from web sources identified. Applicable information may also exist in other university or program handbooks, manuals or websites.

INTRODUCTION

Welcome to the world of 4-H! 4-H is the nonformal educational youth development program of the Florida Cooperative Extension Service. It combines the cooperative efforts of youth, volunteer leaders, the University of Florida, Florida A& M University, and local and federal governments. The 4-H program is the only nationwide youth education effort that is an extension of a university system and it is the largest youth-serving organization in the country.

This 1999 Florida 4-H Program Handbook is an update and replacement of previous editions. To avoid confusion about which is the most up-to-date information, you may want to destroy earlier versions of the 4-H Agent Handbook. The title “4-H Program Handbook” was chosen deliberately to reflect the intended use of the materials contained in this handbook. The 4-H Program Handbook is intended as a resource and reference for any County Extension faculty member who may have a question or need information about 4-H policies, guidelines or procedures. Since it is a resource to the 4-H program, we have broadened the title to reflect its intended use.

The materials contained in this handbook are not intended to provide *everything* one needs to know to conduct a successful county 4-H program. These materials are intended to be a ready reference for County Extension Faculty/Staff with 4-H responsibilities to aid in understanding most aspects of how 4-H operates in Florida.

To facilitate understanding of some terms used throughout the handbook, the following definitions are offered:

Policy: As we have used the term, a policy is non-negotiable, i.e. the final word on the subject; in many instances carrying the force of law, either federal or State of Florida statute.

Guideline: The dictionary definition “an indication or outline of policy or conduct” indicates that a guideline allows some degree of flexibility, not found in a policy. Stated another way, a guideline is the generally accepted (preferred) method of action..... guidelines are not legal requirements.

Procedure: While policies and guidelines help us to understand what to do, procedures are intended to help us understand how to do it; i.e. a particular way of doing something, generally a series of steps followed in a regular order.

This handbook is intended to be a living document. The loose-leaf format will facilitate updating individual sections and documents as the need arises. From time-to-time, you can expect to receive materials to be inserted as either additions, or replacements for existing parts of the handbook. There are many references to the 4-H website throughout the document with the intent that the most current version of this handbook and others will be available at all times.

The reference, and in some case the content, of the following Florida 4-H policy and procedure documents have been integrated into this handbook.

- ◆ Florida 4-H Program Guidelines and Policies
- ◆ Guidelines for 4-H Programs for 5-7 Year Olds
- ◆ ◆ District and State Events Handbook
- ◆ Florida Awards and Recognition Handbook
- ◆ Volunteer Screening
- ◆ Grievance Procedures for Florida 4-H Volunteers
- ◆ Procedures for Dealing with Complaints Against 4-H Volunteers
- ◆ Management Procedures for Out-of-County 4-H Participation
- ◆ Youth Code of Conduct and Discipline Procedures
- ◆ Youth/Adult Health Forms for Out-of-County Events
- ◆ Acknowledgment of Risk and Assumption of Personal Responsibility for Out-of-State Events.(Included)
- ◆ Florida 4-H Camp Operating Guidelines
- ◆ The 4-H Name and Use: Guidelines for Authorization (Included)
- ◆ The Florida 4-H Resource Management Handbook (out-of -date and replaced with this document)

In the final version of this document a complete index with current documents will be provided with a cross-reference to this 4-H Program Handbook.

We welcome your feedback at any time. As you encounter items that need clarification, or an additional concern that needs to be addressed, please let us know, so we can make the necessary changes.

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What Is 4-H?

Section Contents:

4-H In Florida Overview

- Definition, Vision, Mission and Program Values
- How 4-H Reaches and Educates Youth
- Guiding Principles of 4-H

Symbols and Traditions

- 4-H Emblem
- 4-H Colors
- 4-H Motto
- 4-H Slogan
- 4-H Pledge
- 4-H Creed

History of 4-H

4-H in Florida

4-H

The Extension youth development education program of the Cooperative Extension Service.

It is important that 4-H agents understand the mission of the organization and that they relate it to the 4-H program and activities in their county. Keeping focused on the mission will help decide whether a program or activity fits into the goals and objectives of the county 4-H program. The following vision, mission, and values statements were developed at the 4-H Administrative Conference in November 1998.

Vision

Florida 4-H aspires to be the leading youth development program that creates positive change in youth, families, and communities.

Mission

Florida 4-H creates supportive environments for diverse youth and adults to reach their fullest potential.

FLORIDA 4-H VALUES

- Hands-on learning
- Linkages with land-grant systems
- Fun
- Organization history and tradition
- Diversity in programs, participants and delivery modes.
- Volunteerism and volunteers
- People
- Role of communities, families and individuals
- Ability of individuals to make decisions
- Youth
- Leadership development
- Balance between cooperative and competitive
- Youth-adult partnerships

WHAT IS 4-H?

4-H is the nonformal educational youth development program of the University of Florida's Institute of Food and Agricultural Sciences (IFAS) and the Florida Cooperative Extension Service. It combines the cooperative efforts of youth, volunteer leaders, the University of Florida, Florida A& M University, and local and federal governments. The 4-H program is the only nationwide youth education effort that is an extension of a university system and it is the largest youth-serving organization in the country.

The purpose of 4-H is to help youth become productive members of society. By acquiring life skills, youth learn about practical problems they will face in life. Subject matter curricula help youth understand research-based educational topics and learn how to think about and solve problems. In the broadest sense, 4-H is a human development program designed to foster a sense of confidence, a feeling of accomplishment, and a heightened level of competence.

What Makes 4-H Possible?

In Florida, 4-H is part of the Florida Cooperative Extension Service based at the land-grant universities. 4-H is tax supported. The combined efforts of the county, state and federal governments support 4-H to provide practical, educationally-researched based programs for everyday living and development of life skills among youth. Programs and activities are conducted through a partnership of local community volunteers and professional staff.

4-H Reaches Around the World....

Although 4-H is flexible and should be adapted to the needs and interests of individuals and the local situation, it is also a national program. All 50 states, U.S. Territories and more than 80 countries throughout the world are actively involved in 4-H or 4-H-type

organizations. When youth become involved in 4-H, they have a connection with their counterparts in all 3,150 counties across the nation.

What is 4-H?

4-H is More than you ever Imagined!

A “project” is a series of learning experiences within an area of interest. A wide range of 4-H projects exist for Florida youth.

Projects are as varied as the interests of the youth and the resources of the adult leadership!

How Does 4-H Reach Youth?

A young person may participate in the 4-H program through one or more of the types of membership or “delivery methods” provided at the county level. The methods of reaching youth are:

- # Organized 4-H Clubs
- # School Enrichment Programs
- # Special Interest Programs/Day Camps
- # School-age Child Care Programs
- # Residential 4-H Camps
- # Individual/Home Study

What Experiences Does 4-H Provide for Youth?

4-H helps youth learn to live and make a living through individual and group experiences.

Project Experiences ... working individually or in groups youth select topics of interest in which they study, learn and do things.

At the Club/Community Level...youth select or “enroll” in a desired project receiving supporting curriculum materials...such as project and record books to complete.

At the County, District, State or National Levels... Special Interest workshops and clinics, speciality camps, and other educational events are conducted to meet youth interests by enhancing and expanding project learning experiences.

Group Experiences... 4-H’ers participate in groups through club meetings, classrooms groups, project group meetings, or organized events, which provide an environment to learn leadership and group social skills.

At the Club/Community Level...club meetings

provide the youth in 4-H the opportunity to exercise and practice leadership and group skills.

At the County, District, State and National Levels...4-H Youth Leadership Councils offer an extended way for youth to learn and practice leadership in a democratic system.

What is 4-H?

4-H Events/Activities...specialized 4-H events are designed and conducted to support the 4-Her at the local, county, district, state, and national levels. These may be competitive or noncompetitive in nature.

At the Club/Community Level...*local clubs often plan and conduct their own events. Such activities may include family/club picnics, fund-raising events, or community service activities.*

At the County, District, State and National levels...County or State faculty also plan and conduct many specialized events to enhance and support local 4-Hers. The section on EVENTS AND ACTIVITIES details these many 4-H opportunities.

4-H Awards and Recognition Opportunities...4-H is not complete without supporting the growth and development of youth through recognizing and awarding their achievements and accomplishments.

A system of recognition is incorporated into the program at the club, county, state and national levels. The Florida 4-H Awards and Recognition Handbook provides these details.

What Are the Advantages of Being in 4-H?

4-H offers flexible programming to meet youth needs by emphasizing skill building processes and effective outcomes through quality curriculum that promotes positive values, social responsibility, and lifelong learning. Young people in 4-H have an opportunity to:

- ❖ develop as an individual;
- ❖ learn lifelong skills related to each project;
- ❖ make new friends through 4-H meetings, events, and activities;
- ❖ work with adult volunteer leaders;
- ❖ develop pride as they learn by doing;
- ❖ develop leadership skills, including the ability to speak before a group;
- ❖ and explore projects that can lead to future careers.

Guiding Principles of 4-H

4-H is:

Based in the community with needs determined locally.

4-H is:

Operated by volunteers under the guidance of Extension professionals and staff.

Community-based

Even though it is a state and national program, 4-H remains based in the community. Extension agents are charged with understanding the needs of local residents and implementing programs to meet those needs. In addition to needs gathered at the community level, 4-H uses the university knowledge base and Cooperative Extension System network as a means of facilitating the design, development, and delivery of experiential youth education programs.

- ❖ 4-H emphasizes “learning by doing” subject-matter projects and activities, networking the resources of Extension, land-grant universities, other universities, and youth-serving agencies.
- ❖ 4-H structures the learning environment using knowledge from the social and behavioral sciences and the humanities to promote the acquisition of life skills.
- ❖ The mix of subject matter and educational methods in the presence of a democratic environment provides the vehicle for optimal youth development to occur.

Volunteers

Volunteers are key to the successful delivery of 4-H programs to youth. A necessary companion of the youth development goal is the development of volunteers as individuals and leaders in the 4-H program.

- ❖ Volunteers structure the group learning experiences for youth.
- ❖ Volunteers serve in a variety of capacities in support of 4-H members, other volunteers, and the 4-H program in general.
- ❖ Extension professionals teach volunteers to use subject matter, educational methods, and the democratic process to achieve human development objectives.

Guiding Principles of 4-H

4-H is:

Coordinated and **managed by the professional staff** of the University.

4-H is:

supported by the land-grant university research base to meet the need of local Florida citizens.

Professional Association-

The National Association of Extension 4-H Agents (NAE4-HA) is the professional association for 4-H professionals. It promotes, strengthens, enhances, and advocates the 4-H youth development profession.

<http://www.fourhcouncil.edu/nae4ha/naetop.htm>

In Florida, the website address is:
www.ifas.ufl.edu/~fac4Hweb/

Professional staff

Professional staff work with youth and adult volunteers to develop programs based on the specific needs of each county. There are a variety of staffing patterns in county Extension offices. Each Extension agent has some responsibility for youth work. The role of the 4-H agent is to help people do the following:

Organizing:

- ❖ become aware of 4-H
- ❖ examine ways they can benefit from 4-H
- ❖ know the ways of participating in 4-H
- ❖ examine ways of working with youth that contribute to positive development
- ❖ see ways of using 4-H as a positive influence in youth development
- ❖ organize 4-H units through volunteers
- ❖ acquire access to resources

Teaching:

- ❖ plan, organize, conduct, and evaluate 4-H programs
- ❖ teach youth, parents, and other adults

Managing:

- ❖ manage program resources, including (1) human-a volunteer system, (2) financial, and (3) material-educational resources, equipment and facilities.

Symbols and Traditions of 4-H

The emblem is a four-leaf clover with an H in each leaf. The letters in the emblem stand for Head, Heart, Hands and Health—the foundations of all 4-H programs. The 4-H clover, pledge, motto and other symbols and traditions have helped identify 4-H for many years.



4-H Emblem

The 4-H emblem is a green four-leafed clover with a white “H” on each clover leaf. The use of the name and emblem gives individual members a sense of belonging to an organization that reaches beyond their immediate area.

When 4-H symbols are used to publicize events or represent activities as official 4-H functions, their use must conform to certain regulations. For regulations regarding the use of 4-H colors, symbols, and emblem please see the 4-H PROGRAMMING POLICIES, GUIDELINES AND PROCEDURES Section.

4-H Colors

The 4-H colors are the green and white of the 4-H clover. The white background of 4-H flags and banners symbolize purity. The green of the 4-H emblem represents nature’s most common color and it represents youth, life, and growth.

4-H Motto

To make the best better

The intent of the motto is to inspire young people to continue to learn and grow, to make their best efforts better through participating in educational experiences.

4-H Slogan

Learn by doing

The basic educational philosophy of 4-H is expressed in the slogan. The learn by doing emphasis helps to ensure that projects are concrete learning experiences with a “real life” focus.

Symbols and Traditions of 4-H

4-H Pledge

The 4-H Pledge summarizes what 4-H is all about. 4-H has as its goal the four-fold development of youth: Head, Heart, Hands, and Health.

I pledge . . .

My HEAD to clearer thinking,

My HEART to greater loyalty,

My HANDS to larger service,

My HEALTH to better living, for my club, my community, my country, and my world.

The pledge was adopted by the delegates to the 1927 National 4-H Club Camp in Washington, DC. State club leaders voted for and adopted the pledge for universal use. The phrase “and my world” was added at a later date. The saying of the pledge has prominent place in 4-H activities at regular 4-H meetings, achievement days, and other events.

The 4-H Pledge

Members stand when saying the pledge. The following actions accompany the recitation of the pledge:

<i>Words</i>	<i>Accompanying Actions</i>
<i>My head to clearer thinking</i>	Raise right hand to forehead
<i>My heart to greater loyalty</i>	Move the right hand over heart
<i>My hands to larger service</i>	Put arms at side, extending forearms with palms outward
<i>My health to better living ...</i>	Arms at side <i>(through completion of pledge)</i>

The pledge symbolizes the aim and desired results of 4-H for each individual. 4-H engages youth in all aspects of learning and development as a whole person.

HEAD-Cognitive development: learning to think and make decisions, problem solving, understanding the “why,” gaining new and valuable knowledge.

HEART- Emotional and social development: developing acceptance, appreciation and welfare of others, accepting responsibilities of citizenship, developing values and attitudes by which to live, working with others.

HANDS - Skills development: ability to do, skill in doing and the habit of learning new skills, improving skills already known, developing pride and respect for work.

HEALTH - Physical development: understanding and appreciating a growing and changing body; practicing healthful living, protecting your own well-being and that of others, making constructive use of leisure time as well as mental health.

Symbols and Traditions of 4-H

4-H Creed

I believe in 4-H club work for the opportunity it gives me to become a useful citizen.

I believe in the training of my Head for the power it will give me to think, plan, and reason.

I believe in the training of my Heart for the nobleness it will give me to be kind, sympathetic, and true.

I believe in the training of my Hands for the ability it will give me to be helpful, skillful, and useful.

I believe in the training of my Health for the strength it will give me to enjoy life, resist disease, and work efficiently.

I believe in my country, my state, my community, and in my responsibility for their development.

In all these things I believe, and I am willing to dedicate my efforts to their fulfillment.

History of 4-H

4-H is an organization grounded in tradition but focused on the future. From its beginnings in the early part of the 20th century, 4-H has offered learning experiences that have enabled young people to develop skills and become productive citizens. Much has remained the same, but there have been changes over the years. Because 4-H is historically focused on the needs of young people, it has adapted and changed as the needs of youth changed. 4-H provides programming in cities and suburbs as well as in rural areas and to youth on farms. It encompasses a wide range of projects to include the interests of youth across the country.

In 1902, A. B. Graham, an Ohio school superintendent, organized a boys' and girls' club with a home project based on corn. This became the first 4-H club.

In the late 1800s the idea of 4-H was born when one-acre corn contests were organized for boys in various parts of the nation. The first 4-H program that was affiliated with a University as we know it today began in Holmes County, Mississippi in 1907. A school superintendent organized 120 boys in a corn contest through sponsorship of the Mississippi State College of Agriculture. From this first venture of youth and university, the 4-H youth program has become an important part of the nationwide land-grant university Extension program.

The first 4-H emblem was a three-leaf clover introduced by O. H. Benson some time between 1907 and 1908. The clover was used on placards, posters, badges, and canning labels. In 1908, pins with the clover emblem were introduced. The H's signified Head, Heart, and Hands. Benson cited the need for four H's rather than three, suggesting that they stand for head, heart, hands, and hustle. The present 4-H design was adopted when O. B. Martin, who was directing club work in the South, suggested that the 4-H's stand for Head, Heart, Hands, and Health.

Otis Hall, state 4-H leader in Kansas, wrote the original 4-H pledge. When the Executive Committee of the Land-Grant College Association requested R. A. Pearson, president of Iowa State College, and Dr. A. C. True of the Federal Extension Service to write a pledge for 4-H, they submitted the pledge substantially written by Hall.

Florida's youth began enjoying nonformal educational activities provided in cooperation with the state's Land Grant Universities as early as 1909. The first 4-H-type programs were corn clubs for boys in Alachua, Baker, and Marion Counties. Girls tomato clubs were started in 1912 in 11 counties.

History of 4-H

4-H... became an official function of USDA with the passage of the Smith-Lever Act of 1914.

The Smith-Lever Act and subsequent amendments state that "*Cooperative Agricultural Extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics and subjects relating thereto to persons not attending or resident in said colleges in the several communities...*"

4-H...a common bond between the 'Noles, Gators and Rattlers!

4-H Becomes An Act of Congress

In 1914 Congress passed the Smith-Lever Act, establishing the Extension Services of the Land-Grant Colleges of the nation. Extension and club work was thus placed on a firm foundation nationally. With the passage of the Smith-Lever Act by Congress in 1914, all Cooperative Extension work, including boys' and girls' clubs, became an official function of the United States Department of Agriculture directed through the land-grant college system. The second Morrill Act of 1890 established Extension at the black land-grant universities. The act was amended and then consolidated in 1953. Discussions on the floors of both houses of Congress on May 21, 1953, clearly established that Cooperative Extension was to continue conducting 4-H work.

History of Florida Leadership

Leadership for the Florida 4-H program was found in three major academic institutions. Separate programs were conducted for boys and girls as well as black and white youth. State 4-H Club agents were housed at the University of Florida and Florida State University. In addition, District Extension Agents working with 4-H programs for black youth were housed at Florida A&M University. Clubs met in the schools with agricultural agents teaching agricultural projects to boys while girls met with home economics agents to learn about projects associated with the home and family.

The school club programs were supplemented with a number of out-of-school events and activities. County and regional fairs in Florida have a long tradition of providing opportunities for 4-Hers to publicly show their projects and compete for awards. Agricultural judging teams, organized in most counties, participated in regional, state, and national contests. Camping has also been a key component in the Florida 4-H program, with Camp Timpoochee in northwest Florida being one of the first 4-H residential camps in the country. Four additional camps located throughout the state provided very modest accommodations for this very important summer program.

History of 4-H

Each university hosted a week-long summer leadership and project competitions event. The leadership programs included election of state 4-H officers for both the girls and boys components of the programs. With the leadership of national 4-H specialists at USDA and the support of the National 4-H Service Committee and National 4-H Foundation, Florida 4-Hers participated in a number of national events including National 4-H Congress, National 4-H Conference, and Citizenship Short Course. When the National 4-H Center in Chevy Chase, MD was established in the late 1940s, Florida 4-Hers raised about \$50,000 through the sale of chocolate candy bars.

Major changes in the organizational structure supporting the Florida 4-H program occurred in 1963 when E.T. York provided leadership for the establishment of the Institute of Food and Agricultural Sciences (IFAS). Basically, this is the time that the Florida 4-H program was integrated, that is, programs for boys and girls as well as black and white youth were brought together into a single program. Many changes were made rapidly at this time including the program's primary delivery method. To deal with the new Federal regulations regarding integration, the school clubs were abandoned and replaced with volunteer-led community or project clubs. The Florida 4-H Foundation, Inc. was also founded during this period to bring private resource development

activities together from both Universities including support for operations of the camp.

Leadership for the Florida 4-H program also changed in 1963. The state 4-H agents from the University of Florida and Florida State University were brought together in a new academic unit named the Department of 4-H and Other Youth Programs. County and state faculty alike had to learn many new skills with the introduction of volunteers into the program's delivery strategy. It is interesting to note that between 1964 and 1981, the number of 4-H volunteers had grown to about 4,000 adults. The involvement of youth in teen leadership roles was very slow to develop in the Florida program. Another change at this time was the establishment of one State 4-H Council composed of both boys and girls.

History of 4-H

During the 1970s, a number of new programs and new delivery methods were added, again including the public schools in school enrichment programming. The Florida 4-H Legislature, a mock youth legislature conducted in Tallahassee in the State Capitol, was added during this period. Greater focus was also given to making the 4-H program more accessible to all youth regardless of racial, economic, or rural/urban status. The 4-H Expanded Food and Nutrition Education Program became one of the key delivery methods for inner-city youth.

During the 1980s, considerable attention was given to development of the 4-H volunteer system that grew to nearly 20,000 adults and youth. Fund raising during the 1980s focused primarily on support for development of the 4-H camp facilities. Private funds were instrumental in making major improvements in three of the four camps.

The '90s Bring Another Decade of Change and Growth

Strategic planning for Florida 4-H in 1991-92 was the first in a decade of change. More than 1,500 youth and adults from across the state plus representatives from county and state faculty, the Foundation Board, and cooperating agencies and organizations were involved. The plan served as a guide in program planning and organizational development activities. Simultaneously, the program began experiencing budget constraints, and changes in the 4-H began at both state and national levels. Reductions and changes in staff occurred continually in the 1990s including the merger of the Florida 4-H Faculty into a new Department of Family, Youth and Community Sciences and creating the existing unit as the Florida 4-H Youth Development Office. A 4-H Program Review took place following this organizational shift in 1998 to review and refocus the future directions. Despite this decade of change, the program has continued to grow and now serves more than a quarter million Florida youth.

As we approach the 21st century, changing trends in the state's demographics, economy, and resources will continually challenge 4-H. Although resources are scarce, 4-H is attempting to serve a more diverse audience. Personnel are continually examining and redesigning programs and projects to meet the needs of an ever-changing society.

History of 4-H

National Council documents:

<http://www.4h-usa.org>

A clover is born, 4-H website

http://www.4h-usa.org/4h/4h_history.htm

Resources and Historical Readings in 4-H

Cooper, J. F. (Ed.). (1976). *Dimensions in history: Recounting Florida Cooperative Extension Service progress, 1909-76*. Gainesville, FL: Alpha Delta Chapter, Epsilon Sigma Phi

Erickson, T. A. (1956). *My sixty years with rural youth*. Minneapolis, MN: University of Minnesota Press.

McCormick, V. E., & McCormick, R. W. (1984). *A. B. Graham: Country schoolmaster and Extension pioneer*. Worthington, OH: Cottonwood Publications.

Rasmussen, W. (1989). *Taking the university to the people: Seventy-five years of Cooperative Extension*. Ames: Iowa State University Press.

Reck, F. M. (1951). *The 4-H story: A history of 4-H club work*. Ames, IA: Iowa State University Press.

Reeder, R. L. (1979). *The people and the profession: Selected memories of veteran Extension workers*. Epsilon Sigma Phi.

Wessel, T., & Wessel, M. (1982). *4-H: An American idea 1900-1980*. Chevy Chase, MD: National 4-H Council.

Van Horn, B. E., Flanagan, C. A., & Thomson, J. S. (1998). The first fifty years of the 4-H program (Part 1). *Journal of Extension*, 36(6). Available: <http://www.joe.org/joe/1998december/comm2.html>

Strategic Plan

http://www.4h-usa.org/4h_plan.htm

Florida 4-H Program Review Syllabus. University of Florida Extension, 1998.

How 4-H is Organized



Section Contents:

The Organizational Structure

4-H Personnel Roles and Responsibilities

Appendices:

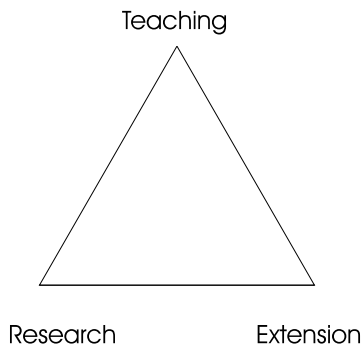
A: Directory of 4-H Faculty and Staff

The Organization and Structure of 4-H

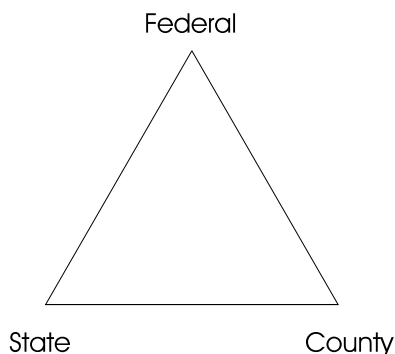
4-H In the Land-Grant System and Cooperative Extension Service

To truly understand the organization in which you are working and the 4-H program, it is necessary to understand 4-H's place in Cooperative Extension and the total land grant system.

Land-Grant Triad



Extensions Three-way Partnership



The Land-Grant System

The land-grant system established three interdependent components in carrying out its mission. The land-grant system triad, diagramed on the left, consists of teaching, research, and extension education. The passage of the first Morrill Act of 1862 provided for the establishment of the land-grant college system. The second Morrill Act of 1890 established an additional 17 land-grant colleges to provide equal educational experiences for black students. [what about tribal colleges 1994]. The need for continuing research was recognized by the new colleges and in 1887 the Hatch Act provided for the development of an experiment station in each state. Cooperative Extension forms the third component of the land-grant system.

Cooperative Extension Service

The Cooperative Extension Service (CES) was established by the passage of the Smith-Lever Act of 1914 to provide educational programs to people in settings beyond the university campus. It was established with the goal to transmit land-university and USDA-generated knowledge and experiences to rural people.

According to *New Directions for the Cooperative Extension System*, the Cooperative Extension System helps people improve their lives through an educational process that uses scientific knowledge focused on issues and needs.

The Cooperative Extension System is a vast partnership made up of local residents, the state land-grant universities, the US Department of Agriculture, and county governments. Extension has a unique three-way funding partnership. States receive federal grants, through their land-grant institution, to provide educational programs and must match those federal dollars from states funds. Counties contribute additional resources for facilities, programmatic and personnel support.

The Organization and Structure of 4-H

4-H in the Florida Cooperative Extension Service

The State 4-H Youth Development Office

3103 McCarty Hall
PO Box 110225
Gainesville, FL 32611-0225
Tel:(352)846-0996
Fax:(352)846-0999
<http://4h.ifas.ufl.edu>

See Appendix - or website for a current Directory of the 4-H Youth Development Office Staff.
<http://4h.ifas.ufl.edu/staff/staff.htm>

University of Florida Cooperative Extension

In Florida, CES is administered through the University of Florida, Institute of Food and Agricultural Sciences (IFAS). The programs of CES are open to all regardless of race, color, national origin, sex, or handicap. 4-H is the youth development program of the Florida Cooperative Extension Service. The educational programs available through CES include 4-H, Family and Consumer Sciences, Agriculture and Natural Resources, Community Development.

The 4-H Youth Development Office

On July 1, 1996 Florida 4-H experienced a major change in its campus-based organization and structure.

The Department of Family, Youth, and Community Sciences was formed by merging the faculty of the Department of Home Economics with the faculty of the Department of 4-H and Other Youth Programs. This new department with Extension, research, and teaching functions houses a multi-disciplinary faculty with assignments in areas of family and consumer sciences, youth, and community development. Youth Development Specialists who work with 4-H are faculty members of this department and report to the respective Department Chair.

A new organizational unit, the State 4-H Youth Development Office, was formed to support the 4-H Program. The office is headed by the Assistant Dean who reports to the Dean of Extension. The state office is responsible for overseeing the following functions:

- 1) Leadership for statewide program development and evaluation
- 2) Leadership for statewide program communications, marketing, and accountability
- 3) Coordination for 4-H Youth Development in-service and volunteer development programs

The Organization and Structure of 4-H

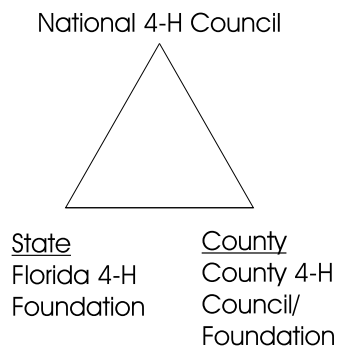
4-H in the Florida Cooperative Extension Service

- 4) Development of public/private resources including management of the Florida 4-H Foundation, Inc.
- 5) Management of four residential 4-H camp facilities and associated programs
- 6) Management of state 4-H events, activities, awards and recognition programs, scholarships, publications and other teaching aids supporting State Major Programs and Core programs
- 7) Encouragement and support for development of innovative programs that address emerging youth needs

The Organization and Structure of 4-H

The Florida 4-H Foundation

The Private Funding Triad of 4-H



Florida 4-H Foundation

Incorporated in 1963, the 4-H Club Foundation is a tax-exempt non-profit educational foundation approved under section 501(c)3 of the Internal Revenue 170(b)(1) Code. The Foundation is governed by a volunteer board of directors elected from among 4-H friends, donors, and Extension representatives. The Foundation Headquarters are at the University of Florida, Gainesville.

The purpose of the Florida 4-H Club Foundation are to support the mission of the 4-H Youth Development Program; promote 4-H to potential partners; and provide stewardship in resource management. The Foundation also provides financial management for 4-H Camps: Timpochee, Cherry Lake, Ocala, and Cloverleaf.

Designated a Direct Support Organization (DSO), the Foundation is operated according to State University system rules. The Foundation maintains a separate, not-for-profit status and is authorized to receive, hold, invest and administer property and make expenditures benefitting the University of Florida's 4-H youth development program.

The Florida 4-H Club Foundation does **not** serve as an umbrella organization to 4-H Clubs and Foundation at the county level. County organizations that collect or generate funds at the county level on behalf of the 4-H program are independent from the Foundation. Each of these organizations is eligible to qualify for federal income tax exemption under the IRS letter of determination dated February 9, 1973.

The Florida 4-H Foundation is staffed by an Executive Director who is a member of the State 4-H Youth Development Office staff. Currently the Board of Directors consists of 30 members. The Foundation's fiscal year starts on April 1 and ends March 31.

The Organization and Structure of 4-H

National 4-H Council & Center

7100 Connecticut Avenue
Chevy Chase, MD 20815
Phone:

<http://www.fourhcouncil.edu>

4-H Stuff:

<http://www.fourhcouncil.edu/4hstuff/index.htm>

National 4-H Council

National 4-H Council is a private sector partner of the Cooperative Extension System supporting 4-H educational opportunities and resources for programming at the local, state, and national levels. It is headquartered in Chevy Chase, MD just outside Washington, DC. National 4-H Council helps provide programs and activities to young people nationwide in collaboration with the youth development education initiatives of the Cooperative Extension System of USDA, land grant universities, and county government. Activities include managing the National 4-H Center in Chevy Chase, conducting a national 4-H events, hosting conferences for teens, volunteers, and extension staff, providing grant opportunities, and raising funds for national and local programs.

National 4-H Council Supply Service

Items containing the 4-H logo are available through the National 4-H Council supply service. A catalog is available, or you can visit the website at the address at the left.

National 4-H Center

The National 4-H Center is operated by the National 4-H Council. It is located on a 12-acre campus in Chevy Chase, MD (suburban Washington, DC) with conference facilities for more than 600 overnight guests. The facilities and services are available for Extension, Extension-related, and non-profit non-Extension groups. The Center also offers family and individual accommodations for Extension and 4-H families who are traveling in the DC area on a space-available basis. The National 4-H Center provides a variety of educational programs for youth and adults. Many of the programs focus on our national Capital and our national heritage. Many of the national historical sites are on the itinerary for each program.

4-H Personnel Roles and Responsibilities

THIS SECTION
UNDER
CONSTRUCTION

**What are the roles and responsibilities of
the following in relation to 4-H?**

County Faculty and Staff

- Agents
- County Extension Directors
- Program Assistants

State Faculty and Staff

- _____ -State 4-H Office
- Youth Development Specialists
- Subject Matter Specialists

County and State Advisory Groups and Committees

PDC -

Camp Advisory Committees

Special Event/Program Committees

- Horse
- Congress

4-H Programming Policies, Guidelines and Procedures



Section Contents:

Federal Laws and State Rules

Florida 4-H Membership Policies

4-H Membership Policies and Guidelines
for 5-7 Year Olds

Types of 4-H Membership

Types and Characteristics of 4-H Clubs

Appendices:

A: Federal Affirmative Action Guidelines

B: Federal Guidelines for Use of 4-H Name and Emblem

C: Florida 4-H Program Guidelines and Policies

D: Florida 4-H Program Guidelines for 5-7 Year Olds.

E: Characteristics of 4-H Delivery Modes

4-H Programming Policies, Guidelines and Procedures

Federal and State Policies

This section identifies the state and federal laws or rules that impact county 4-H programming policies, guidelines, and procedures. All county policies and procedures will be consistent with State Extension and 4-H policies and procedures and support State and Federal laws. The statewide 4-H programming guidelines in the following sections of this handbook provide you the basic foundation but any procedures or participation criteria that is more extensive in nature should be created with, discussed and acted upon by your advisory committee.

Federal Laws and Guidelines

Affirmative Action Guidelines for Programming

One set of guidelines that impact programming procedures for counties is the Federal laws and the Affirmative Action Plan (AAP) for Florida Extension. The County 4-H Coordinator or County 4-H Program Leader is responsible for oversight of these procedures as an instrument of the Cooperative Extension Service.

These guidelines provide the basis for programming procedures to be used and are detailed in the back of this section. Additionally, the Affirmative Action report required to be completed annually is described in the REPORTING & ACCOUNTABILITY SECTION of this handbook.

The 4-H Name and Emblem: Guidelines for Authorized Use, CREES/USDA

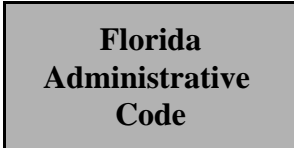
Federal laws also govern the use of the 4-H name and emblem. These guidelines are referred to frequently throughout this handbook. A complete set is located in the appendices of this section.

State Laws and Guidelines

Florida Statutes and Administrative Codes

Florida Statutes and Administrative Codes provide state laws and governing rules for developing and implementing 4-H Youth Development Programs as part of the University of Florida Cooperative Extension Service. The Florida 4-H policies and guidelines will be identified in the following sections as a foundation for determining county-specific policies, guidelines, and procedures.

4-H Programming Policies, Guidelines, and Procedures



**RULES OF
DEPARTMENT OF
EDUCATION
DIVISION OF UNIVERSITIES
UNIVERSITY OF FLORIDA
6C1-6.013 IFAS; Florida 4-H
Youth Development Programs
and Participation**
Specific Authority: 240.227(1),
F.S. Law Implied: 240.227(1),
240.505, F.S., Smith-Lever Act of
1914, 7 U.S.C. Sections 341-348.
History: New 9/29/75. Formerly
6C1-6.013. Amended 5/19/93

University of Florida 4-H Program Administrative Rules

The University of Florida's rules governing 4-H are published as part of the Florida Administrative Code as referenced by the code numbers to the left. The current rules were amended in 1993 from the originally published ones in 1975. A copy of these published and distributed for county use can be found in the appendix of this section. The current set of state rules were revised to support the diverse program needs of Florida's youth, family, and community participants. These rules encourage state and county faculty to provide developmentally and age appropriate programs at county, district, state, national and international levels. *More specifically, the rules(s) allow counties to plan and implement programs that address specific local youth development needs.*

There are basically eight rules that govern the program, its process of program planning and operation within the State of Florida.

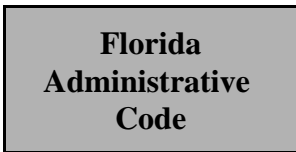
The first rule establishes the basis of the philosophy that the 4-H Program is the youth development component of the Cooperative Extension Service, with the Dean of Extension as the official administrator of the 4-H name and emblem.

- 1) *The youth development component of the Cooperative Extension Service is the 4-H program. The Dean for Extension authorizes the use of the 4-H name and emblem in Florida in accordance with Federal law.*

The second rule defines the purpose of 4-H as the development of youth through hands-on learning experiences using the research and knowledge base of the land-grant system.

- 2) *The purpose of 4-H is the development of youth through design and delivery of experiential programs that utilize the scientific knowledge and research of land grant universities.*

4-H Programming Policies, Guidelines, and Procedures



**RULES OF
DEPARTMENT OF
EDUCATION
DIVISION OF UNIVERSITIES
UNIVERSITY OF FLORIDA
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History: New 9/29/75. Formerly
6C1-6.013. Amended 5/19/93

The remainder of the eight rules provide the fundamental programming philosophies, expectations and operating procedures from which county and state programs must function.

- 3) **Programs are determined through educational needs assessments that include input from local communities, analysis of state and national trends and issues, availability of human and financial resources, current educational research, and expert faculty opinion.**
- 4) **Program participants include children and youth, and adults who have an impact on the quality of life for Florida's children and youth. Programs are provided to individuals, organizations, and institutions that do not discriminate on the basis of race, color, sex, disability, or national origin. Participation may be limited based on age and/or developmental level pursuant to program guidelines as developed in subparagraph (5) of this rule.**
- 5) Faculty authorized to use the 4-H name and emblem establish and publish program guidelines, in consultation with appropriate county or state 4-H advisory groups and subject to approval by the Dean for Extension. Faculty may also establish program rules for competitive events.
- 6) Institutions and organizations with which 4-H programs are cooperatively conducted, parents, or guardians of individual youth participating in 4-H community-based groups, must sign a statement of understanding that describes the program and conditions of participation, including costs.
- 7) While no membership or participation fee is required, fees may be charged for materials, appropriate health insurance coverage, or other expenses associated with the educational program as established by the Cooperative Extension Service.
- 8) The 4-H volunteers working directly with youth will be screened utilizing procedures and standards consistent with Federal and State laws.

4-H Programming Policies, Guidelines, and Procedures

Implications of Florida Administrative Codes for County 4-H Programming

Role of Advisory Committees

Rules three (3) and four (4) deal with the implications of the role of the County 4-H Advisory Committee and the Affirmative Action Guidelines.

Faculty and volunteer 4-H program personnel in cooperation with appropriate advisory groups **are changed to establish and publish county policies and procedures**. It is recommended that 4-H program guidelines be reviewed annually to support current program needs.

An active County Advisory Committee is a critical component of a good county 4-H Program. The Affirmative Action Guidelines in the back of this section identify some procedures for identifying the geographical/population representation of this group, some of their functions and roles relative to providing 4-H program for all youth within the county.

Program Participation Guidelines

Rule four (4) of the Administrative codes refers to the need to be nondiscriminatory in program opportunities. It also identifies that 4-H can limit participation due to programmatic criteria, specifically age or developmental appropriateness.

For example, Florida 4-H has some statewide program guidelines that limit participation of youth ages 5- 7 from select program/project areas and from competitive events. These guidelines will be clarified and explained in further detail in this section.

Specific guidelines (established pursuant rule 5) and participation in competitive events can be established.. These need to be established by faculty in cooperation with appropriate county, district, or state advisory committees.

For example, there are some specific statewide competitive event participation criteria identified in the EVENTS and ACTIVITIES SECTION.

4-H Programming Policies, Guidelines, and Procedures

Program Guidelines for Participants

We have the responsibility to establish and publish programmatic guidelines in cooperation with our respective state and county advisory groups. These guidelines are subject to approval by the Dean of Extension.

Statement of Understanding of Program, Conditions of Participation, Risks, and Costs (Rules 6 & 7)

We are responsible to inform the youth, their parents or guardians and organizations or institutions, with whom we have program partnerships, of the conditions of program participation, including costs. This provides the basis for our requiring youth and parental/guardian signatures on 1) enrollment forms; 2) participation/registration forms including the Code of Conduct, Parent-Youth Agreement Form identifying risks and responsibilities, and the Health Form.

While we require no membership fees 4-H may charge for materials, insurance or other programmatic costs associated with conducting educational programs.

Some counties add a statement of acknowledgment of programmatic costs associated with some 4-H activities to their enrollment form for youth and parental signatures.

Volunteer Recruiting, Screening and Monitoring

Rule eight (8) of the administrative codes addresses the fact that 4-H volunteers must be screened using procedures and standards consistent with Federal and State laws. Please refer to the VOLUNTEER SECTION of this handbook for the various Florida state statutes and Florida 4-H guidelines relevant to managing a volunteer-based youth program. Additionally, the University of Florida provides guidelines and procedures regarding use of volunteers that are addressed in this section.

4-H Programming Policies, Guidelines, and Procedures

Florida 4-H Membership Policies

4-H Program Year

In Florida, the 4-H year starts **September 1 and ends August 31** of the following year. 4-H enrollment and participation revolve around this 4-H program year definition.

Membership/Participation in 4-H

In Florida, the term 4-H member and 4-H participant are used synonymously in Florida where youth engage in a minimum of six (6) hours of educational learning experiences. This may be a club member; a youth enrolled in a series of six continuous sessions of a school enrichment program; a youth enrolled in a summer day camp series or going to summer 4-H camp. 4-H in Florida promotes that all youth who receive this minimum level of participation through Extension educational programs are 4-H members regardless of the method of participation

This does differ from the national definition where youth in “clubs” are the only 4-H’ers referred to as “members.” This difference is relevant in reports of accountability, especially for the state and federal youth statistical reports of enrollment.

4-H Member/Participant Defined

A 4-H member/participant is any youth, ages 5-18, who enrolls and participates (individually or as part of a group) in a planned sequence of learning experiences (project) of six hours or more. Members are guided by Extension staff or trained volunteers of both the 1862 and 1890 institutions.

An annual report of all 4-H member participation that meets this definition is required by State and Federal Partners. This county statistical report is described in the REPORTING AND ACCOUNTABILITY SECTION of this handbook.

4-H Youth Contact Defined

A 4-H contact is any youth taking part in a program of less than six (6) hours provided as a result of action by Extension personnel (professional, paraprofessional or volunteer). This includes youth and programs conducted through both the 1862 and 1890 institutions such as garden tours, field trips, career seminars, and similar short-term experiences.

4-H Programming Policies, Guidelines, and Procedures

Florida 4-H Membership Policies

What are examples of 4-H youth contacts?

Conducting short-term community or school activities, for example:

- Having a booth at a school health fair or an Ag in the Classroom event where youth rotate to you every 30 minutes for an activity;
- A school group visits the Extension gardens for a two hour tour; or
- You conduct a 50 minute bicycle safety class for all 2nd graders in your county.

In these or similar situations, youth are not considered to be 4-H members and you do not complete enrollment procedures with them. These events alone, therefore, do not constitute 4-H membership. As a result of these experiences, youth might elect to join existing 4-H groups. You could follow up with these youth to organize further educational programs of at least 6 hours that would constitute 4-H youth membership.

Youth contacts are not reported for a statewide aggregated 4-H report. They may be reported by each Extension professional as part of their annual Report of Accomplishment (ROA) along with 4-H membership.

4-H Membership And Participation Policies

The following list are the Florida 4-H membership policies. These policies relate to general 4-H membership not the specific criteria for participation in specific programs or events and activities.

1. All members must be engaged in a minimum of six hours of educational programs.
2. 4-H membership is available to all youth ages 5-18 without regard to race, color, sex, handicap, or national origin. However, selected projects or programs do have enrollment restrictions. Not all projects or program activities are deemed appropriate for all age ranges due to either developmental appropriateness, safety, or other considerations.

4-H Programming Policies, Guidelines, and Procedures

Florida 4-H Membership Policies

3. A young person may become a member of the Florida 4-H program by enrolling in 4-H clubs, classroom enrichment programs, short-term special interest groups, after-school programs, camps or as an individual, at any time during the year. Enrollment procedures vary with these methods but the rights and privileges of ALL aspects of the 4-H program do not.
4. 4-H members participating in one or more of these membership types are eligible to participate in ALL aspects of the 4-H program (e.g. camps, fairs, competitions, special event, or recognition) providing they meet the participation requirements of the particular event or activity.
5. Membership age of youth participation is determined by September 1 of the current program year. The minimum age of a 4-H'er is 5 years old by September 1 and the maximum age for a 4-H'er is 18 years of age by September 1, or completion of high school, whichever comes first.
6. The county of residence is the primary county for 4-H enrollment. Youth and adults are expected to enroll or participate in their home county. A 4-H member may enroll in projects and participate in events outside the county of residence, with the written approval of the 4-H agents in both counties. In any case, a 4-H member cannot be enrolled in the same project in two different counties at the same time.
7. 4-H members transferring to one county to another or one state to another should be accepted by that county and given full credit for their past 4-H work or achievements.
8. No uniform is required for participation in 4-H. Members are expected to abide by dress codes established for some events and activities.
9. All members are expected to abide by the established Code of Conduct.

4-H Programming Policies, Guidelines, and Procedures

4-H Membership Policies and Guidelines for 5-7 Year Old Youth

A statewide task force appointed by the State 4-H Program Development Committee (PDC) in 1993 developed the Florida Policies and Guidelines under current implementation. These guidelines were originally adopted by the PDC in September, 1994. They were approved, with modification, by Extension Administration and distributed for implementation, January 1995.

The *Florida 4-H Youth Development Program Guidelines for 5-7 Year Olds* identifies the program guidelines and restrictions for youth projects and activities. A copy of these published guidelines previously distributed to counties is located in the appendix of this section.

4-H Members, ages 5-7

Youth, five to seven year of age, officially became eligible for 4-H membership in Florida in 1995. Five to seven year olds are 4-H members with no special name (such as peewee or cloverbud) being used statewide.

General Program Guidelines

1. Learning in the group setting is the primary method for involving 5-7 year olds in 4-H. Individualized projects are not appropriate methods for most 5-7 year olds due to limited reading and other self-management skills.
2. Dual participation of child and parent or guardian is encouraged. Family activities are incorporated in curricula to encourage parent/child participation and to build a family involvement pattern that can be maintained as children become older.

Level of Participation and Eligibility Requirements for Selected Programs and Projects

Not all 4-H curricula areas are deemed appropriate for this age range. The following program and project restrictions apply to 5-7 year old 4-H member participation:

1. **Animal projects** for 5-7 year olds will be limited to "lap" animals only. Therefore, companion rather than production animal projects will be the focus of 4-H animal experiences for this age group.

4-H'ers, 5-7 years of age, are ineligible to enroll in any large animal 4-H projects (sheep, goat, swine, beef, dairy, llama, ostrich, or horse) or participate in any livestock or horse shows. **A 4-H'er must be 8 years of age at the beginning of the current 4-H program year (September 1) to be eligible to enroll in a large animal 4-H project and to own a large animal.**

This policy does not prohibit 5-7 year olds from learning about large animals through attendance at meetings, videos or through field trips. They cannot participate, however, in 4-H activities that

4-H Programming Policies, Guidelines, and Procedures

4-H Membership Policies and Guidelines for 5-7 Year Old Youth

Agent and Volunteer Staff Development Support

University of Florida Extension Specialists can provide staff development training for county and/or multi-county groups upon request.

bring them in contact with large animals due to safety.

NOTE: Families (parents or guardians) assume all risk and responsibility of young children if assisting 4-H siblings with large animals.

2. **Motorized vehicle and shooting sports 4-H programs** will not permit the participation of 5-7 year olds. Again, safety and insurance coverage considerations are the reasons for this program limitation.
3. **Summer residential camping programs** operated in cooperation with the 4-H Youth Development Program is not designed to address the unique developmental and supervisory needs of 5-7 year olds. Therefore, 5-7 year olds are not eligible to participate in these residential camping programs. Family camps, especially designed to include 5-7 year olds, are encouraged.

Does a County Have to Provide Programs for 5-7 Year Olds?

This is probably the most often asked question regarding the expansion of 4-H programs within counties. The basic premise upon which programs are determined are the needs of the local citizens. At the time of implementing the program expansion it was recognized that not all counties may have the financial or human resources to expand program opportunities to this age range of youth. Therefore, **each county with advisory committee input, will establish programs that address the local needs of 5-7 year olds** through various delivery methods such as: community clubs, school enrichment, day camps. Many factors will influence county programming including: clientele needs and interests, population demographics, and availability of staff, and program resources.

As a reminder, county established program guidelines and policies must be consistent with the previously stated statewide membership guidelines.

4-H Programming Policies, Guidelines, and Procedures

Types of 4-H Membership (Delivery Modes)

Types of 4-H Member Participation

The types of memberships or delivery methods that youth can engage in through 4-H are summarized below. For further explanations or characteristics refer to the appendices.

4-H Club Members

Club members meet as a group on a regular schedule under the direction of an adult volunteer with a planned program. (Refer to types and characteristics of clubs for further definitions)

4-H School Enrichment Members

Youth who receive a planned sequence of learning experiences of six hours or more which involves direct teaching by Extension staff or trained volunteers, who may be teachers, as part of the school curriculum.

4-H Special Interest/Day Camp Members

Special Interest or Day Camp members are youth meeting for a specific learning experience of six hours or more which involves direct teaching by Extension staff or trained volunteers not as part of the school curriculum.

4-H Residential Camp Members

Residential Camp members are youth who take part in an Extension planned educational experience of group living in the out-of-doors which includes being away from home at least one night.

4-H School-Age Child Care Members

School-age child care members are youth who participate in a planned sequence of learning experiences outside of school hours, usually in a school or other community center and incorporating 4-H curricula.

Individual Study Member

An individual study member is a youth who engages in a sequence of planned learning experiences independent of any of the formal group settings or opportunities described above. This would include home study courses or Internet project participants (if not part of club group)

4-H Programming Policies, Guidelines, and Procedures

Types and Characteristics of 4-H Clubs

4-H clubs may meet in any location and typically have elected officers and a set of rules approved by the membership to govern the club. Clubs made up of younger 4-H members (youth ages 5-7) may have leadership roles on a rotating/limited basis as an alternative to elected officers. Generally, 4-H members in clubs identify and take part in a community service activity.

Typical types of clubs include the following:

Community Club:

Youth in this type of club generally engage in a variety of subject-matter projects and activities.

Project Club:

Youth are interested in one main project area, for example, a livestock club, a marine club, a clothing club with most of their meeting time devoted to activities centered around the specific subject matter.

School Club:

Any of the above types that meets during the school day that functions with the above characteristics.

After-School Care Club:

Any of the above types that meets in an after school care facility that functions with the above characteristics.

Internet Club:

A new method of club membership is the opportunity for youth to enroll in an "Internet" virtual club that is under the direction of an Extension staff. This club is most likely a project club and functions as described above and would incorporate some type of group chat room or interactive sharing among members..

Further information of the characteristics and procedures for organizing 4-H Clubs is in the appendix.

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CIVIL RIGHTS ACT OF 1964

The pamphlet entitled Civil Rights Act of 1964, Title VI: Nondiscrimination in Federally Assisted Program, Rules and Regulations as Amended” is self-explanatory and included for your convenience as a reference. Additional copies of this publication may be ordered from the Florida Extension Publications Distribution Center at the University of Florida.

MISSION

The goal of the Affirmative Action Program (AAP) of the Florida Cooperative Extension Service is to see that the youth of the state are served without discrimination with regard to race, color, sex, handicap, or national origin. In addition, the plan calls for us to take “affirmative action” to involve young people from the minority-population segments of our society in our programs. These two major thrusts of the AAP are consistent with the general youth program goals of the Florida Cooperative Extension Service.

Since 1964 it has been illegal to use federal funds to conduct any program which does not actively pursue compliance with the Civil Rights Act of 1964, Title VI.

CONCERNS

Some of the major concerns relative to “road-block” removal for more effective 4-H program compliance have been as follows:

- a. Membership in many clubs and groups consists of one race in communities which have interracial potential.
- b. Delineation of geographic target areas in many cases was not clear.
- c. Participation of non-white youth and adults in programs beyond local communities is quite small, i.e., camp, fair, etc.
- d. 4-H Expansion and Review Committees which are required to be organized in each county may not function satisfactorily.
- e. Many county staff have not carried out “all reasonable efforts” to reach non-white youth and adults to the degree that white youth and adults are reached.

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4-H UNIT: An identifiable group of youth, sanctioned by Extension, organized to have similar learning experiences, e.g. club, classroom of students, a camp session, and after-school or special interest group.

AAP = Affirmative Action Plan is CED role?

AGENT RESPONSIBILITY

In a legal sense, the County 4-H Coordinator or the County 4-H Program Leader is responsible for all local 4-H units since they are instruments of the Extension Service. The agent assists with 4-H unit formation, often through others and recognizes their existence through approval for the use of the 4-H name and emblem, and through provision of training and educational materials. If the unit operates in a discriminatory manner, such services must be terminated after due notification.

The Agent is responsible for “all reasonable efforts” to integrate local 4-H units in racially/ethnically mixed 4-H communities. The Agent is responsible for documenting that local 4-H units in racially/ethnically mixed service areas are either (1) integrated, or (2) “all reasonable efforts” have been made and certified to the Dean of Extension through an annual state report.

To understand the guidelines and procedures for “all reasonable effort” one must understand the various definitions as defined in the AAP.

COMPONENTS OF AFFIRMATIVE ACTION PLAN DEFINED

Expansion and Review Committee

In order to better understand how the AAP meshes with our Extension 4-H Youth programs, it is essential that we have a thorough understanding of the role of the County 4-H Advisory Committee as it relates to the AAP. (Note: This Committee is sometimes referred to as the 4-H Expansion and Review Committee.)

The AAP says: “Members of the 4-H Expansion and Review Committee will be selected from the several geographic areas and will be representative of the area with regard to race, color and national origin and socioeconomic levels of the people of the county. Minority representation on this Committee will be in the appropriate ratio with the total population mix.” Geographic areas as it is used here actually refers to Affirmative Action Planning District.

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Geographic Areas

The term “geographic areas” refers to those areas from which members of your County Advisory Committees are drawn or selected. Specifically, these are the areas from which members of your Family and Consumer Sciences Committee and 4-H Advisory Committee are selected. These geographic areas are usually quite large and they may also be sometimes known as Affirmative Action Planning Districts. Usually (though not always) these geographic Planning District coincide with County Commissioner districts.

Local Neighborhood and Community Boundaries

This is a term used in the Affirmative Action Plan to delineate those areas which have been (or may be in the future) identified by the County Extension staff and the Advisory Committees as forming natural or logical community or neighborhood areas. For the purposes of this document we will call them “Community Areas.” These boundaries may be based upon criteria such as recognized neighborhoods, city blocks, housing complexes, apartment complexes, natural boundaries (i.e., rivers, highways, railroads or major streets), election precincts or in some cases, school districts. The only real test to be applied to the development of these boundaries is that race, color or national origin may not be used as a determining factor! They must be logical boundaries and no “gerrymandering” may be involved.

Geographic Area and Community Boundary Determinations

Many of us have assumed that “geographic area” and “local community boundaries” were pretty much the same thing. Many 4-H Agents have operated under the assumption that they were the same. If you will interpret the AAP guidelines in the context that community boundaries are used to delimit Community Areas, the meaning may be clearer to you. Since boundary determination is a process which may be redone as your county population patterns change, it is a dynamic rather than a static concept.

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The AAP says: “Each county’s 4-H Expansion and Review Committee and the County Extension Staff have delineated (will delineate) local community boundaries to determine needed 4-H units. The number and method of determining community boundaries varies (will vary) by county. All areas (will be) of sufficient size to allow for expansion of different types of 4-H units. Counties used (may use) a variety of methods in establishing community boundaries such as County Commission Districts, School Board District, Extension Planning District, County Census Districts, and others. Within these geographic areas, most counties have or will delineate smaller areas of needed 4-H expansion.”

What this means is that the County Extension staff, working in concert with the Advisory Committee, may identify Community areas which are different from Geographic areas mentioned earlier in the plan.

The only real test to be applied to the development of these Community Areas is that race, color, or national origin may not be used as a determining factor. They must be areas surrounded by logical boundaries and no “gerrymandering” may be involved.

Each club must serve a definite Community Area which is clearly delineated on a map and the

Community Area boundaries must be described in narrative form.

- a. Clubs and boundaries must be approved (documented in minutes) by a properly structured, functional Advisory Committee.
- b. More than one club may exist in the same Community Area when needed. Number of potential members, facilities, available leaders, etc., are factors that influence the number of clubs needed in a Community Area.

The racial composition (by number and percent) of each Community Area served by a club(s) must be determined. This ratio must be used to determine that needed percent of integration to be considered in full compliance with the AAP goal if it is in an interracial community. Until this

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ratio is achieved, all reasonable effort must continue to be implemented on an annual basis. If this ratio cannot be determined, the population ratio of the county must be used. The source of such determination must be documented, that is, census report, advisory committee decision, or similar document.

One-race clubs may be formed and/or maintained in a one-race Community Area provided that the overall intent of the Affirmative Action Plan is being met on a county-wide basis.

ALL REASONABLE EFFORT

The term “all reasonable effort” is used pertaining to 4-H units serving interracial communities in defined geographic areas. Extension staff members need to know criteria for meeting the USDA requirements. These include all three of the following:

- a. Use of all available mass media, including radio, newspaper, and television, to inform potential recipients of the programs and of opportunities to participate.
- b. Personal letters and circulars addressed to defined potential recipients inviting them to participate, including dates and places of meetings or other planned activities.
- c. Personal visits by the County Extension staff including

volunteers to a representative number of potential minority recipients in the Community Area served by the club(s) to recruit members.

Representative number is determined by multiplying the percent minority in the county population by the number of potential minorities in the Community Area served by the club.

Example: A Community Area has 100 families of which 40 families are black. The black population of the county is 10 percent. Personal visits should be made to a minimum of four black families.

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Documentation of All Reasonable Effort

Affirmative Action Program compliance reviews are conducted annually to provide a tool to measure progress and define areas of major weaknesses and concerns. Therefore, it is extremely important that “all reasonable effort” be carefully documented. The following procedures represent some of the ways 4-H Agents can effectively document efforts to actively pursue compliance with the Civil Rights Act:

- a. Identify each existing 4-H “unit” by race of membership and identify location on a county map.
- b. Obtain compliance letters from appropriate individuals and organizations such as volunteer staff, advisory groups, and civic 4-H support groups. Such letters should indicate that the basic provisions of the Civil Rights Act have been acknowledged and accepted.
- c. Retain correspondence, enrollment forms, visitation notes, and such, to help establish that all reasonable efforts have been made.
- d. Make sure that organizational by-laws and constitutions have a provision stating open membership to all youth.
- e. Retain official minutes and records of attendance obtained at meetings.
- f. Maintain current membership rosters of both youth enrollment and volunteer staff.
- g. Maintain a file of the statistical data which formed the basis for specific information in your county AAP.

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Implications for County Programming

Equal Access of 4-H to ALL Youth

The Affirmative Action Plan says: “To insure non-discrimination and to assure equal access to 4-H programs, the County Extension Staff and the 4-H Expansion and Review Committee will establish, within resource limits, a sufficient number of 4-H units with each geographic area of the county to accommodate anyone of 4-H age desiring membership in 4-H. Community Clubs, school clubs, project clubs, special interest clubs, and short-term special activities will be made available, within existing resources, to all 4-H age youth in each county.

This is simply a reaffirmation of the first thrust of the AAP; that is, to assure that 4-H is open to everyone. There is, however, a key phrase in here that keeps our mission from being impossible. That phrase is “within resource limits.” In order to honor that phrase the 4-H Advisory Committee must be knowledgeable about what the county 4-H resources are. They cannot be expected to make decisions without knowing your capabilities.

Setting Programming Priorities

The AAP says: “The County Staff and the 4-H Expansion and Review Committee will establish goals and determine priorities in each County 4-H program.”

This is simply another practical reason for the existence of the 4-H Advisory Committee. What it says is that 4-H Advisory Committees do have a major role to play in helping the 4-H Agent determine his or her program priorities and areas for emphasis. This would still be true even if the AAP didn't mention it.

Recruiting 4-H Leaders

On this subject, the AAP says: “The 4-H Expansion and Review Committee and the County Extension Staff, along with 4-H members, will identify and recruit adult leaders from each area of the county. Organizations will be contacted and asked to help locate and provide 4-H Leaders.

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AAP Compliance... An Annual Review

The AAP says: "The 4-H Expansion and Review Committee and The County Extension Staff will study each existing 4-H Unit as to location, membership and area served to determine if each unit is in compliance."

Here is another area where we may sometimes miss the boat. This is primarily an administrative process carried out by the 4-H Agent. The information can be tabulated in an easily understandable form and presented to the 4-H Advisory Committee at its regular meetings.

Authorizing 4-H Clubs

It would seem to be clear from the foregoing paragraphs that the County 4-H Advisory Committee is intended to play an important role in the total county 4-H program. Specifically, when questions arise about starting a un-racial club in a community area of the county that is clearly populated by citizens of only one race, it then becomes the responsibility of the county 4-H Advisory Committee to make decisions concerning the way in which this new club will fit into the total county program.

If it is determined by the Advisory Committee that the proposed club clearly serves a need within a logically delineated community area that is populated by members of one race, then the Affirmative Action Plan does not preclude the establishment of such a club.

Similarly, if a new club is proposed for a multi-racial area, it becomes the responsibility of the 4-H Coordinator (and/or other county Extension Staff members) to make certain that appropriate steps are taken to insure that the club will be integrated. If, after "all reasonable effort" has been expended, the club is still not integrated, the County 4-H Advisory Committee may still authorize the chartering of the Club with the proviso that a continuing effort be made to achieve the appropriate racial mix within the Club.

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Annual accurate documentation of the “all reasonable effort” process is essential. Decisions of the County 4-H Advisory Committee, in large measure, will be based upon the “all reasonable effort” documents. As noted earlier, it is the responsibility of the 4-H Advisory Committee, in concert with the County 4-H Agent, to determine, within available resources, the annual and long-range plans for the 4-H effort within the county. If the provisions of the Affirmative Action Plan are to be met, then the 4-H Advisory Committee must be involved in an ongoing process of making decisions, offering support and approval, as well as, giving advice and counsel to the County 4-H Agent. It is difficult, if not impossible, for the 4-H Advisory Committee to provide this kind of input into the 4-H program if it meets no more often than once or twice a year.

Agent and Advisory Committee Relationship

If the County 4-H Advisory Committee is duly constituted and if it meets frequently and maintains a high level of involvement in, and knowledge of, the total County 4-H program, then it can be fairly stated that it has its share of authority and responsibility for the approval of all new clubs and other county 4-H activities.

However, it should also be clearly understood that the relationship which exists between the County 4-H Coordinator or the County 4-H Program Leader and the County 4-H Advisory Committee is one in which the 4-H Agent assumes the role of the educational specialist and program manager who discusses problems and approaches with the committee; who influences and is influenced by the committee; and who has significant input into committee deliberations in all areas of discussion. The 4-H Agent is not just a technician who simply carries out the dictates of the committee.

APPENDIX B



POLICIES REGARDING USE OF 4-H NAME AND EMBLEM

The 4-H club name and emblem are held in trust by the Secretary of Agriculture of the United States Department of Agriculture for the educational purposes of the 4-H program and can be used only as authorized by the Secretary or his representative. Any use of the 4-H club name and emblem is forbidden if it exploits the 4-H club program, its volunteer leaders or members, or the USDA, University of Florida, Extension Service or its employees. The Dean for Extension, or designated representative, authorizes the use of the 4-H name and emblem in Florida. The authority to use the 4-H name and emblem is extended to employees of the Cooperative Extension Service, and through them, to the 4-H programs and clubs at the county level.

Any use of the 4-H club name and emblem is forbidden if it exploits the 4-H program, its volunteer leaders or members, or the USDA, University of Florida, or its employees. The 4-H name and emblem and the youth program they represent have earned wide respect throughout our nation and in many countries around the world. As Cooperative Extension workers, it is our responsibility to adhere to the national guidelines in order to protect and promote use of the 4-H name and emblem in a way that reflects the educational goals and achievements of 4-H. The rules exist to protect the emblem and the reputation and health of the 4-H program, not to stifle public awareness activities about the 4-H program.

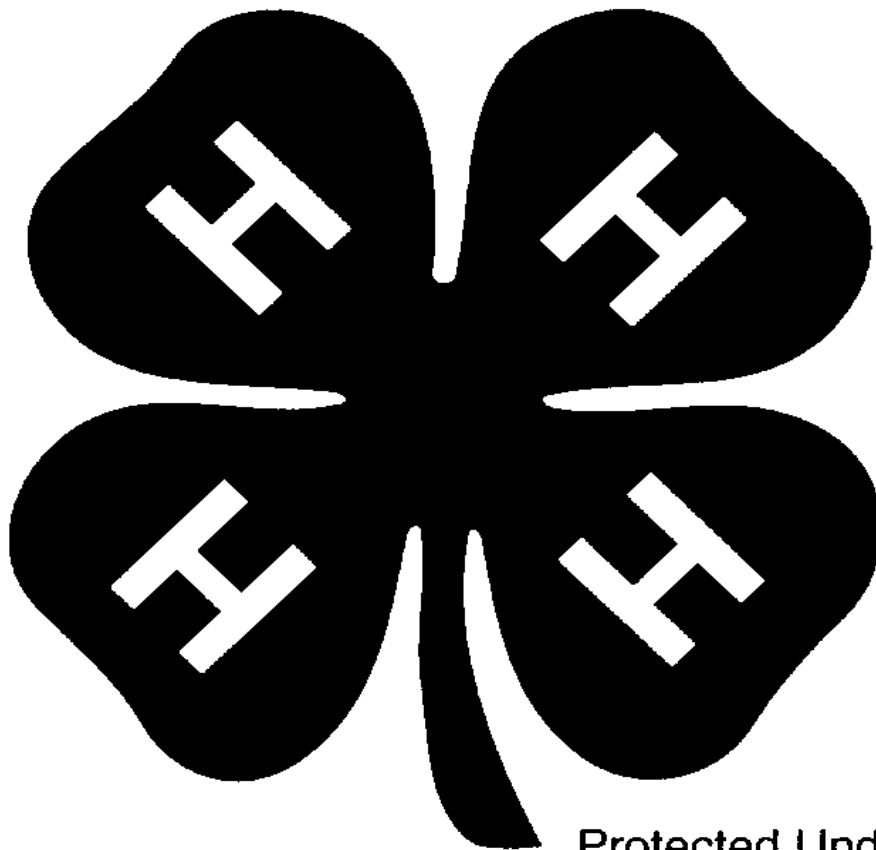
On May 17, 1985, the Secretary of Agriculture approved newly revised regulations governing use and authorization of the name and emblem of 4-H Club work, as published in the Federal Register on August 2, 1985. In addition, there was an amendment to these regulations published in the Federal Register on March 17, 1987, clarifying definitions and further defining and expanding use of the 4-H name and emblem in 4-H fund-raising activities. These regulations serve as the U.S. Department of Agriculture's (USDA) policy statement on use of the 4-H name and emblem.

In 1999 the visual image of the 4-H emblem was changed slightly to include the **Federal Statute Citation (18 U.S.C. 707)** that protects the 4-H Name and Emblem.

The act of Congress pertaining to the 4-H club Name and Emblem, the official regulations (as published in the Federal Register), and specific guidelines designed to assist you in interpreting the regulations are contained in the following document.

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The 4-H Name and Emblem Guidelines for Authorized Use



Protected Under
18 U.S.C. 707

United States Department of Agriculture
Extension Service

Preface

On May 17, 1985, the Secretary of Agriculture approved newly revised regulations governing use and authorization of the name and emblem of 4-H Club work, as published in the Federal Register on August 2, 1985. In addition, there was an amendment to these regulations published in the Federal Register on March 17, 1987, clarifying definitions and further defining and expanding use of the 4-H name and emblem in 4-H fund-raising activities. These regulations serve as the U.S. Department of Agriculture's (USDA) policy statement on use of the 4-H name and emblem.

To assist Cooperative Extension workers at all levels and our cooperators in interpreting these regulations, a set of guidelines was developed by a national committee appointed by Extension Service, USDA, composed of national, State, and county Cooperative Extension workers and representatives of the National 4-H Council. These guidelines were accepted by the Extension 4-H Youth Subcommittee in January 1986 and formally approved by the Extension Committee on Organization and Policy of the National Association of State Land-Grant Universities and Colleges in February 1986.

The act of Congress pertaining to the 4-H Club Name and Emblem, the official regulations (as published in the *Federal Register*), and specific guidelines designed to assist you in interpreting the regulations are contained in this handbook.

The 4-H name and emblem and the youth program they represent have earned wide respect throughout our Nation and in many countries around the world. As Cooperative Extension workers, it is our responsibility to protect and promote use of the 4-H name and emblem in order to reflect the educational goals and achievements of 4-H. We hope these guidelines will assist you in carrying out this responsibility. Your cooperation and support are appreciated.

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Section I.
Act of Congress - 4-H Club Name and/or Emblem

Public Law 772-80th Congress
Chapter 645-2d Session
(H. R. 3190)

707.4-H Club Emblem
Fraudulently Used

Whoever, with intent to defraud, wears or displays the sign or emblem of the 4-H clubs, consisting of a green four-leaf clover with stem, and the letter H in white or gold on each leaflet, or any insignia in colorable imitation thereof, for the purpose of inducing the belief that he is a member of, associated with, or an agent or representative for the 4- H clubs; or

Whoever, whether an individual, partnership, corporation or association, other than the 4-H clubs and those duly authorized by them, the representatives of the United States Department of Agriculture, the land grant colleges, and persons authorized by the Secretary of Agriculture, uses, within the United States, such emblem or any sign, insignia, or symbol in colorable imitation thereof, or the words "4-H Club" or "4-H Clubs" or any combination of these or other words or characters in colorable imitation thereof -

Shall be fined not more than \$250 or imprisoned not more than six months, or both.

This section shall not make unlawful the use of any such emblem, sign, insignia, or words which was lawful on the date of enactment of this title.

Title 18, U.S.C. 707
June 25, 1948

Section II.
Regulations Governing the Use and Authorization of the
Name and Emblem of 4-H Club Work

Published in the Federal Register, August 2, 1985
Amended in the Federal Register, March 17, 1987

- Sec.
- 8.1 Policy.
 - 8.2 Delegation of authority.
 - 8.3 Definitions.
 - 8.4 Basic premises.
 - 8.5 Revocation of present authorizations.
 - 8.6 Authorization for use.
 - 8.7 Continued use.
 - 8.8 Use by public informational services.
 - 8.9 Use in 4-H fund raising.
- Authority: 5 U.S.C. 301; 18 U.S.C. 707

8.1 Policy.

The Cooperative Extension Service, of which the 4-H Club program is a part, invites and appreciates the cooperation of all organizations, agencies, and individuals whose interest, products, or services will contribute to the educational effort of the Cooperative Extension Service as conducted through the 4-H Club program.

8.2 Delegation of authority.

The Administrator of the Extension Service, United States Department of Agriculture, may authorize the use of the 4-H Club Name and Emblem in accordance with the regulations in this part.

8.3 Definitions.

"Cooperative Extension Service" as used in this part includes the entire Cooperative Extension System consisting of the Extension Service, United States Department of Agriculture; the State Cooperative Extension Services; and the County Cooperative Extension Services.

"County Cooperative Extension Service" as used in this part refers to a county Extension office or equivalent Extension office operating under a State Cooperative Extension Service-

"Extension Service, United States Department of Agriculture" as used in this part means the Federal agency within the United States Department of Agriculture which administers Federal agricultural cooperative extension programs.

"4-H Club Name and Emblem" as used in this part means the emblem consisting of a green four-leaf clover with stem and the letter "H" in white or gold on each leaflet, or any insignia in colorable imitation thereof, or the words, "4-H Club," "4-H Clubs" or any combination of these or other words or characters in colorable imitation thereof.

"State Cooperative Extension Service" as used in this part means an organization established at the land-grant college or university under the Smith-Lever Act of May 8, 1914, as amended (7 U.S.C. 341-349); section 209(b) of the Act of October 26, 1974, as amended (D.C. Code, through section 31-1719(b)); or section 1444 of the National Agricultural Research, Extension, and Teaching Policy Act of 1977, as amended (7 U.S.C. 3221).

8.4 Basic premises.

(a) The 4-H Club Name and Emblem are held in trust by the Secretary of Agriculture of the

United States Department of Agriculture for the educational and character-building purposes of the 4-H program and can be used only as authorized by the statute and according to the authorization of the Secretary or designated representative.

(b) The 4-H Club Name and Emblem may be used by authorized representatives of the United States Department of Agriculture, the Cooperative Extension Services, the landgrant institutions, and the National 4-H Council, according to these regulations, for serving the educational needs and interests of 4-H youth.

(c) Any use of the 4-H Club Name and Emblem is forbidden if it exploits the 4-H programs, its volunteer leaders or 4-H youth participants or the United States Department of Agriculture, the Cooperative Extension Services, or the land-grant institutions, or their employees.

(d) The 4-H Club Name and Emblem shall not be used to imply endorsement of commercial firms, products, or services.

8.5 Revocation of present authorizations.

Effective September 16, 1985, authorization permits for the use of the 4-H Club Name and Emblem presently in effect will be revoked. However, such authorizations may be renewed upon written request.

8.6 Authorization for use.

(a) The Administrator of the Extension Service may grant authorization for use of the 4-H Club Name and Emblem:

(1) For educational or informational uses which the Cooperative Extension Service deems to be in the best interests of the 4-H program and which can be properly controlled by the Cooperative Extension Service.

(2) For services to youth which the Cooperative Extension Service determines it is not in a position itself to perform.

(b) Authorizations, when issued, will be valid for specified purposes and periods of time only. Application forms for requesting authorization to use the 4-H Club Name and Emblem may be obtained from the Administrator of the Extension Service, United States Department of Agriculture, Washington, D. C. 20250.

(c) Granting an authorization to an individual, organization, or institution for a specific use does not preclude granting a similar authorization to another individual, organization, or institution for the same or a similar purpose.

(d) All uses of the 4-H Club Name or Emblem shall be consistent with the educational purposes, character-building objectives, and dignity of the 4-H program and the 4-H Club Name or Emblem shall be given a position of prominence. It is not permissible to superimpose any letter, design, or object on the 4-H Club Emblem, or to materially alter its intended shape.

(e) Specific authorization is not required to use the 4-H Club Name or Emblem in media such as newspapers, periodicals, and radio and television programs when such use is primarily for educational or informational purposes. Likewise, specific authorization is not required to use the 4-H Club Name or Emblem in those exhibits, displays, etc., which are designed primarily

to pay tribute to or salute the 4-H program and are in keeping with the policies enunciated herein.

(f) Authorization must be obtained for use of the 4-H Club Name or Emblem by other than representatives of the Cooperative Extension Service, the land-grant institutions, and the National 4-H Council in connection with contests and awards, books, booklets, charts,

posters, and all other forms of publications; all calendars regardless of origin or use; theatrical and nontheatrical motion pictures; slides, slide films, and other visual and audio-visual materials; supplies (whether to be sold or provided without charge); and titles of persons.

(g) Any authorization or permission for use of the 4-H Club Name and Emblem may be revoked at any time after written notice.

8.7 Continued use.

(a) The Cooperative Extension Services, land-grant institutions, local 4-H Clubs and groups and other officially affiliated 4-H organizations recognized by the Secretary of Agriculture and the Cooperative Extension Service are authorized to use the 4-H Club Name or Emblem:

(1) For their own educational or information purposes according to these regulations;

(2) On materials which are originated, requested, purchased, distributed, or sold by them for use in their respective geographical areas of responsibilities;

(3) Except as specifically authorized by the above-named organizations for use within the respective geographic boundaries specified (club or group, county, area, State) and as provided for in paragraph (4) of this section, manufacturers, wholesalers, jobbers, retailers, purchasers or others cannot manufacture, sell, or distribute materials bearing the 4-H Club Name or Emblem.

(4) Any proposal for distribution on an interstate, regional, or nationwide basis of materials, supplies, and similar items bearing the 4-H Club Name or Emblem which originates with an organization or individual not affiliated with the Cooperative Extension Service shall be brought to the attention of the Administrator of the Extension Service, United States Department of Agriculture, for approval.

8.8 Use by public informational services.

(a) In any advertisement, display, exhibit, visual and audio-visual material, news release, publication in any form, radio and television program devoted in whole or in part to 4-H, the 4-H message or salute must be distinctly set apart from any commercial product message or reference.

(b) Advertisements, news releases, publications in any form, visuals and audio-visuals, or displays in any form must not include actual or implied testimonials or endorsements of business firms, commercial products or services, either by 4-H Clubs, other 4-H organizations and affiliated groups, 4-H youth participants, volunteer 4-H leaders, the Cooperative Extension Services, the land-grant institutions, USDA, or by any employees associated with any of the foregoing. Statements that a product is used or preferred to the exclusion of similar products are not permitted.

(c) The granting of an authorization to a non-Extension affiliated agency, organization or individual, for production of films, visual and audio-visual materials, books, publications in any form, etc., is contingent upon approval of the initial proposal and subject to review of the

script of the visual or audio-visual or draft of the publication when the draft is in the final working form.

8.9 Use in 4-H fund raising.

(a) Fund-raising programs using the 4-H Name or Emblem may be carried out for specific educational purposes. Such fund-raising programs and use of the 4-H name and emblem on, or associated with, products, and services for such purposes must have the approval of appropriate Cooperative Extension office, as follows:

(1) Approval of the County Cooperative Extension Service, or the appropriate land-grant institution, if the fund-raising program is confined to the area served by the County Cooperative Extension Service.

(2) Approval of the State Cooperative Extension Service, or the appropriate land-grant institution, if the fund-raising program is multi-county or Statewide.

(3) Approval of the Administrator of the Extension Service, United States Department of Agriculture, or a designee, if the fund-raising program is multi-State or Nationwide.

(b) When used to promote 4-H educational programs, the 4-H Club name and emblem, subject to obtaining authorization as provided in these regulations, may be used on or associated with products and services sold in connection with 4-H fund-raising programs so long as no endorsement or the appearance of an endorsement of a commercial firm, product or service is either intended or effected. Tributes to 4-H contained on or associated with commercial products or services, when such products or services are used for fund-raising activities, are subject to the requirements of this paragraph. All moneys received from 4-H fund-raising programs, except those necessary to pay reasonable expenses, must be expended to further the 4-H educational programs.

Done at Washington, D.C. this 17th day of May, 1985.

/S/ JOHN R. BLOCK,
Secretary of Agriculture.

Amendment Done at Washington, D.C. this 4th day of
March, 1987.

/S/ RICHARD E. LYNG
Secretary of Agriculture

Section III.

Guidelines for Authorizing Use of the 4-H Name and/or Emblem

The Secretary of Agriculture has delegated overall responsibility to the Administrator, Extension Service, U.S. Department of Agriculture, to authorize use of the 4-H Club name and emblem in accordance with the regulations governing their use.

Authorization to use the 4-H Club name and/or emblem is given:

1. For educational or informational uses which the Cooperative Extension Service deems to be in the best interests of the 4-H program and which can be properly controlled by the Cooperative Extension Service.
2. For services to youth which the Cooperative Extension Service determines it is not in a Position itself to perform.

The following entities are authorized to use the 4-H name and emblem:

1. Extension Service, USDA.
- *2. Administrative Offices of the Cooperative Extension Services in each State, Puerto Rico, District of Columbia, Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands (other than the Northern Mariana Islands).
3. State 4-H Offices.
- * *4. County Extension Offices. including 4-H units in independent cities.
5. National 4-H Council for use in carrying out requested 4-H programs on behalf of the Cooperative Extension Service and Extension Service, USDA.

More specifically, their authority is as follows:

1. The Deputy Administrator for 4-H Youth Programs may authorize use of the 4-H name and/or emblem for special programs, services, supplies, etc., which are to be offered, distributed, or sold nationwide or in more than one State.
2. The Directors/Administrators of Cooperative Extension Services and Assistant Directors, 4-H and State 4-H Leaders may authorize use of the 4-H name and emblem for specific programs, services, supplies, etc., which are to be offered, distributed, or sold statewide or in more than one county.
3. The County Extension Chair and/or 4-H agent may authorize use of the 4-H name and emblem for specific programs, services, supplies, etc., which are to be offered, distributed, or sold within the specific county only.

*Refers to administrative offices located at both 1862 and 1890 universities and colleges and Tuskegee University.

* *Includes parishes and other similar legal geographic areas.

The National 4-H Council President is authorized to use the 4-H name and emblem in support of such programs as the National 4-H Supply Service, awards programs involving 4-H donors, educational aids, and leadership education programs and publications.

Terms of Authorization Authorizations for use of the 4-H name and emblem at the national level are generally given for a specific purpose and period of time by the Extension Service, USDA. Generally, this is for a 3-year period; however, in the case of a book, publication, or visual, authorization is granted for the life of the item. At the national level, a special form is available to obtain authorization. (See appendix A.) Authorization for use of the 4-H name and emblem by other groups at State and county levels should have specified time frames not in excess of 3 years.

There must be some form of a written agreement, memorandum of understanding, or a contract between the individual, organization, institution, or group to whom authorization has been granted to use the 4-H name and emblem and the designated persons responsible for granting authorization at the appropriate level of geographic jurisdiction. The written agreement can be in the form of the 4-H Club charter, letter, or other document devised by responsible units of the Cooperative Extension Service at State or county levels. (See appendices B and C for samples of forms. Appendix C, 4-H Charter, is available from USDA.)

Use of 4-H Name and/or Emblem

General

The official 4-H emblem consists of a green four-leaf clover with stem and the letter "H" in white or gold on each leaflet. The 4-H emblem pictured on the cover of this publication most nearly reflects that which is described in the 4-H name and emblem law and is thus recommended for use nationwide.

The four-leaf clover with stem and the letter " H " in white or gold on each leaflet may also appear, if necessary, in other colors and still be considered the official 4-H emblem. For example, when it is not possible to use the color green for the emblem, as in printing on fabric, plaques, and trophies, other colors may be used.

When used, the 4-H Club name and emblem shall be given a position of prominence. *It is not permissible to superimpose any letter, design, or object on the 4-H emblem or to alter its shape* in audiovisuals, on stationery over which a letter is written or typed, certificates, publications, etc.

Any use of the 4-H Club name and emblem is forbidden if it exploits the 4-H program, its volunteer leaders, or 4-H youth participants or the United States Department of Agriculture, Cooperative Extension Services of the Land-Grant Universities, or their employees. Also, the 4-H Club name and emblem cannot be used to imply endorsement of commercial firms, products, or services.

Specific Uses

4-H Supplies

Manufacturers, wholesalers, jobbers, retailers, purchasers, or others cannot manufacture, sell, distribute, or advertise items bearing the 4-H name or emblem unless authorized to do so, and then only within the respective geographical area within the jurisdiction of the authorizing agent as defined on page 7.

The National 4-H Supply Service, National 4-H Council, insofar as possible, is the official primary source of supplies, paraphernalia, and other similar items bearing the 4-H name or emblem, and is thus its national authorized agent. As such, the National 4-H Supply Service should be consulted initially to determine the availability of items desired at all levels of 4-H. When the National 4-H Supply Service determines that, for acceptable reason(s), the 4-H

organization may be better served by using an authorized alternative source, the authorized agent can approve the 4-H emblem for use in the respective geographical area of authority.

Contests, Awards Programs

Donor or sponsor identification and involvement with a 4-H contest or awards program(s) will be approved only as a result of an agreement between the Cooperative Extension Service and the donor or sponsor as to the type of award, purpose of the award, criteria on which the award will be given, and/or the rules and regulations under which a contest or awards

program shall be conducted.

Any sponsor, donor, organization, individual, or group wishing to cooperate with the Cooperative Extension Service in sponsoring an award or contest shall receive authorization to use the 4-H name and emblem from an appropriate person in their geographical area of responsibility prior to issuing any publicity or promotional materials related to the award or contest.

Donors of 4-H awards or cooperating sponsors of 4-H contests should be recognized by the Cooperative Extension Service in ways that show appreciation, but do not imply endorsement of the donor's product. Likewise, donors should be permitted to publicize their association and involvement with 4-H, but focus should be on 4-H rather than on sales promotions.

Any tangible item given by a donor as a 4-H award that incorporates the 4-H emblem as a part of the item shall use the official shape and design of the 4-H emblem as prescribed in the regulations.

Donors of 4-H awards or cooperating sponsors of 4-H contests cannot require the use of or refer to specific brand name products or services as a criteria for an award or in conducting a contest.

If the name or emblem of 4-H is used in conjunction with a donor or sponsor's name on any 4-H award or in printed or visual material used in publicizing, promoting, or conducting a 4-H contest, the 4-H name and emblem shall be given a position of prominence.

In conjunction with a 4-H contest or other programs for which awards are given (demonstrations, exhibits, or displays), the use of brand name products or services should be discouraged.

A national or State organization which sells exhibit space and permits samples using the 4-H name and emblem should inform the exhibitor that such authorization is for that State only and that multi-stage follow-up requires authorization from the Deputy Administrator of Extension, 4-H Youth Programs, USDA, Washington, DC 20250-0900.

**Use by Public
Informational Services, in
Publications and Visual
Productions**

1. Use by Public Information Services

The impact and prestige of the 4-H program have long been recognized. It is for this reason that it is essential to maintain the objectivity and impartiality of the 4-H program.

Many organizations are eager to pay tribute to 4-H for its significant contributions to youth development. This, if handled appropriately, is advantageous for both. A common sense rule is: "If the primary and most significant benefit accrued by the use of the name and emblem will be to the 4-H program rather than a commercial entity, then it is appropriate and acceptable to proceed,"

a. National 4-H Week Newspaper Supplements

There are several methods used to honor 4-H achievements during National 4-H Week. In addition to a 4-H Week kit distributed to all counties from the Extension Service, USDA, and National 4-H Council, local sponsors may wish to honor 4-H accomplishments through special ads or materials. The focus of these ads or materials should be an endorsement of or tribute to 4-H, not 4-H's endorsement of the product.

b. Special 4-H Days or Events Supported by a Private Enterprise 4-H groups often

participate in events arranged and conducted by private enterprise companies and organizations. When 4-H'ers participate, their primary role should be to promote the 4-H program and not the product, membership, religion, or politics of the organizer.

c. Use of 4-H members in Special Events on Behalf of a Private Enterprise

Many 4-H groups participate in fashion revues, project demonstrations at shopping centers, hosting for private concerns, etc. Some of these occasions require ties to products. These may include (1) modeling at a specific department store, (2) demonstrating new products at a grocery store, and (3) assisting in tours of a new manufacturing facility. These activities should be carried out to further the educational objectives of 4-H.

4. General Publicity in Press, Radio, and TV

Public exposure for 4-H is appropriate and beneficial to 4-H. There are frequent occasions, however, when interest might be expressed by a private enterprise to have 4-H identified with specific products. Care should be taken to ensure that products or product names are concealed or otherwise obscured during photo or filming sessions and in written media releases. This will help to avoid any misunderstanding regarding product ties or endorsement by 4-H.

In the event commercial groups sponsor regular or special 4-H radio or TV programs, encourage such sponsors to conclude the program with a statement that this program is being provided as a public service in behalf of 4-H.

2. Use in Books and Visual Productions

Authorization must be obtained at the appropriate level (county, State, or national) for use of the 4-H name and emblem in connection with books, booklets, charts, posters, and similar printed material; theatrical and nontheatrical motion pictures, slides, slide films, and other visual and audiovisual materials.

Granting of authorization to use the 4-H name or emblem for these purposes is contingent upon approval of the initial proposal and subject to review of the script, visual or audiovisual, or draft of the book or other publication when the draft is in the final working form.

National and Regional Calendars

1. Any organization wishing to produce a calendar bearing the 4-H name and emblem for sale, or involving commercial advertising with distribution on a regional (more than one State) or national basis, shall submit a proposal outlining the following to National 4-H Council.
 - a. Samples of the types of calendars on which the manufacturer wishes to use the 4-H name and emblem including complete specifications as to size, artwork, and copy.
 - b. Statement of plans for promotion, sales, and distributing must include prices in various quantities, extent of sales, territory to be covered, and means of distribution. Copies of any sales promotion literature referring to 4-H should be provided.
2. National 4-H Council in consultation with the Extension Service, USDA, determines that plans are consistent with the objectives of 4-H and regulations governing ii. The organization proposing sale of such calendars shall then be

asked to submit an application to use the 4-H name and emblem to Extension Service, USDA. Calendar companies are encouraged to file a Memorandum of Understanding with the National 4-H Council *prior to submission of authorization*.

3. National 4-H Council will clear in advance with the Extension Service, USDA, the artwork, copy, photos, and other materials to be used on each calendar, each year.
4. Calendar manufacturers will fully inform their sales, educational, and promotional staffs concerning the objectives of 4-H and the Cooperative Extension Service and familiarize them with the rules and regulations governing sales of 4-H calendars.

State and County Calendars

1. Any organization wishing to produce a calendar bearing the 4-H name and emblem for purposes of sale or commercial advertising, and which is limited to distribution in a single county, shall submit a proposal to the county Extension office. If the calendar is to be distributed to more than one county, the proposal must be submitted to the State 4-H office. The proposal will include samples of the type of calendar proposed including artwork and design, with details of plans for promotion, sales, and distribution.
2. Copy, artwork, subject matter, and information appearing on the calendar shall not in any way imply endorsement of the sponsor, its products or services by the U.S. Department of Agriculture, land-grant universities, Extension Service, or the 4-H youth program.
3. Space devoted to advertising should not exceed 10 percent of the total calendar space. No calendars will be sold or distributed through any business or organization whose sponsorship might reflect unfavorably on the Cooperative Extension Service or 4-H. Advertisers accepted shall be consistent with the educational objectives of the 4-H program.
4. Use of the 4-H name and emblem on the calendar itself shall be consistent with the regulations governing their use.
5. Persons authorized to grant use of the 4-H name and emblem on State and local calendars should review annually with the organization producing the calendars the artwork, design, copy, and distribution plans.

Use in Titles of Persons

The 4-H name may not be used in titles of persons who are associated with organizations or groups other than representatives of the Cooperative Extension Service who have an officially designated responsibility or liaison with 4-H.

Use in Labeling

Use of the 4-H name and emblem on beef and other animal carcasses or on 4-H-made or 4-H-grown products produced by 4-H members is permitted when such use is in keeping with Extension policies of the State and authorization is obtained at the appropriate level.

Use in 4-H Exchange Programs

4-H exchange programs shall be considered a part of the total 4-H program and must adhere to all pertinent 4-H name and emblem regulations. Such 4-H exchange programs must receive authorization at the appropriate level.

State and County Organizations

Support groups, such as State and county 4-H foundations, 4-H leader organizations, and other affiliated 4-H organizations recognized by the Secretary of Agriculture and the Extension Service, USDA, and other designated people at geographic levels of responsibility, are authorized to use the 4-H Club name and emblem for their specific educational or informational purposes and on materials which are originated, requested, purchased, distributed, or sold by them for their use

in their respective geographical areas of responsibility.

Raising Funds for 4-H

Federal, State, and county tax funds are the major source of support for all Cooperative Extension Service programs, including 4-H. These funds are used to carry out the Cooperative Extension Service's mission as an educational arm of the U.S. Department of Agriculture and land-grant universities. There are some educational efforts provided through 4-H which cannot be supported properly by tax funds alone. Private support moneys should be:

1. Given and used for priority educational purposes.
2. Accounted for efficiently.

Certain guides were identified relating to the use of the 4-H name and emblem in fund-raising as set forth in Section 8.9 of the revised regulations published in the *Federal Register*, August 2, 1985; as amended in the *Federal Register*, March 17, 1987

Section IV

Criteria for Authorizing Use of the 4-H Name and/or Emblem on Commercial Products and Services, and for Other Uses

- In connection with 4-H fund-raising purposes, the following disclaimer statement must be used on products or services offered for sale:

"A portion of the sales price of this product or service will be used to promote 4-H educational programs. No endorsement of the product or service by 4-H is implied or intended."
- In the case of fund-raising programs, there must be a definite plan for accounting of those funds prior to authorization. Such a plan should be within the policy guidelines of the State for handling funds.
- The commercial product or service must be compatible with the purposes and objectives of 4-H; for example, good nutrition, good health, and so forth.
- The benefits to 4-H from the association of the name and emblem with the commercial product must have value beyond any monetary return from sale of the product; for example, providing good will or increasing visibility of 4-H.
- The proposed use of the 4-H name and emblem must be consistent with the official regulations governing use of the 4-H name and emblem. For example, design must not imply endorsement of commercial products or services; tributes to 4-H by commercial organizations must be worded so as not to imply endorsement, and so on. When used, the 4-H logo and name are to be distinctly set apart from the company name and logo. It may be advisable to use only the name, 4-H Clubs, instead of the 4-H logo. Except in unusual circumstances, the following statement must accompany the 4-H name and emblem: "No endorsement of the product or service by 4-H is implied or intended"
- The products or services on which the 4-H name and emblem are used must meet all applicable legal requirements relating to health and safety standards established for such items. Every effort must be made to insure that such products and services are of high quality and free from defects. In addition, inquiries are to be made to determine the reliability and reputation of the business organization and individuals providing such products and services or offering fund-raising programs in behalf of 4-H.
- In proposing use of the 4-H name and emblem on products, supply items, books, booklets, charts, posters, other forms of publications, calendars, motion picture scripts,

slides, and other visual and audiovisual materials, a sample or sketch of such items should be provided to insure high standards and promotion of a positive image of 4-H.

Section V

Procedures for Reporting Violations

Accompanying the authorization to grant permission to use the 4-H name and emblem is the responsibility to see that the regulations are followed. The suggested procedures for reporting violations are as follows:

1. Any alleged violation should be identified in writing accompanied by adequate documentation to the appropriate individual at county, State, or national level at which the violation occurred:

Administrator, Extension Service, or Deputy Administrator, 4-H Youth Programs, if the violation is nationwide or involves more than one State.

Directors or Administrators of Cooperative Extension Services or State 4-H Office if the violation is statewide or involves more than one county. County Extension offices if the violation occurs within a specific county.

2. If after reviewing the facts of the alleged violation it appears that there is cause, a written notification stating the reasons for the appearance of violation and a request to desist should be submitted to the person or firm in question.
3. If such notification does not result in satisfactory action on the part of the person or firm in question, the matter should then be turned over to legal counsel of the Office of the General Counsel, USDA (in the case of violations at the national level) or to the land-grant university attorney (in cases of offenses at the State or county level).

Appendix A - Application Form for Authorization To Use the 4-H Club Name or Emblem

UNITED STATES DEPARTMENT OF AGRICULTURE
EXTENSION SERVICE
WASHINGTON, D. C. 20250

APPLICATION FOR AUTHORIZATION TO USE THE 4-H CLUB NAME OR EMBLEM
(Under provisions of Act of June 25, 1948, Public Law No. 772, 80th Congress, 18 USC 707)

Applications for authorization to use the 4-H Club name or emblem must be submitted to the Administrator, Extension Service, U. S. Department of Agriculture, Washington, D. C. 20250.

If authorization is granted, it will be accepted with the understanding that:

- a. 4-H name or emblem will be used only as specified in this application.
- b. Authorization does not constitute exclusive use of the 4-H name or emblem for this or any other purpose by this organization.
- c. Similar authorizations may be granted to competing organizations on request.
- d. This authorization is revocable at the discretion of the Administrator, Extension Service.

Receipt is acknowledged of the regulations, including the Act of Congress, concerning the use of the name and emblem of 4-H Club work as printed in the Federal Register on Agreement is hereby made to abide by all of the regulations therein.

Please fill in the form on the next page.

(Signature of Applicant)

(Title)

(Date)

ES-04(5185)

APPLICATION

Name of individual, partnership, corporation, or association		Organizational Address (Give complete mailing address & Zip Code)
Name of Authorized Representative	Telephone number (include area code)	Tenure of Authorization Requested
Proposed Use of the 4-H Name or Emblem (State specifically)	Plan for sale or distribution of product (if a product is involved) (Check as many as apply.) <input type="checkbox"/> on order of State 4-H Leader only. <input type="checkbox"/> on orders approved by State 4-H Leader. <input type="checkbox"/> on orders from Extension agents. <input type="checkbox"/> other (specify) _____ _____ _____	

If possible, submit sample of product showing proposed use of the 4-H name or emblem. List samples of products or exhibits submitted.

Appendix B - Sample Letters Authorizing Use of 4-H Name and Emblem

(Request)

John Smith
County Extension Agent
Court House
Someplace, Minnesota 55741

Dear Mr. Smith:

A group of 7 boys and 12 girls would like to begin a 4-H Club (unit) in our town. This group plans to meet every other Wednesday. I have been asked to serve as one of their volunteer leaders.

This letter is to request authorization from your office to use the 4-H name and emblem in connection with this 4-H Club (unit). We would also like to have information on the types of projects available, how to get project materials, and any other information we will need to complete our becoming organized as an official 4-H Club (unit).

Since the group plans to meet within the next 2 weeks, we would appreciate having a reply as soon as possible.

Sincerely,

Jane Doe
2400 12th Street
Location, Minnesota 55708

(Reply)

Jane Doe
2400 12th Street
Location, Minnesota 55708

Dear Ms. Doe:

Thank you for your letter and for your interest in serving as a 4-H leader for a new 4-H Club (unit). Enclosed are the materials you requested to complete your 4-H Club (unit) enrollment

I am pleased to welcome your group to 4-H and to authorize the use of the 4-H name and emblem in connection with the club's (unit's) program and activities. If I may be of assistance to you, please let me know.

Sincerely,

John Smith
Local Extension Agent

Enclosures

(Sample Form)

REQUEST FOR OFFICIAL APPROVAL FOR ESTABLISHMENT OF NEW 4-H UNIT

Name of Group:

Type of 4-H Group:

(4-H Club, 4-H Special Interest Group, County 4-H Leaders Council,
and so forth)

Purposes of Group:

(To carry out a 4-H Bicycle Care and Safety Program.)

or

(To carry out a continuous 4-H Club program serving the needs of youth in Newpark Community, providing them a variety of 4-H project learning opportunities.)

or

(To establish a continuing county 4-H support function including securing private funds and other resources for county-wide 4-H programs.)

Volunteer Leader or Other Person in Charge of 4-H unit:

OFFICIAL APPROVAL FOR NEW 4-H UNIT

On the basis of the above purpose(s), the _____
(name or type of group)

is authorized to use the 4-H name and emblem in connection with its program and activities and is considered an official 4-H unit of the Cooperative Extension Service.

(County Extension Agent
or
State 4-H Leader)



4-H CHARTER

Presented on Behalf of the

United States Department of Agriculture and State Land-Grant Universities

To:

In recognition of its organization and agreement to meet the requirements outlined by the Cooperative Extension System, this group is authorized to use the 4-H name and emblem for educational purposes in accordance with laws and regulations established by the Congress of the United States and the Secretary, U.S. Department of Agriculture on this date _____.

Administrator
CSREES, USDA

Secretary
U.S. Department of Agriculture

State Director of Extension

Deputy Administrator, F4HN
CSREES, USDA

County Extension Agent

Assistant Director/State Leader
4-H Youth Programs

4-H is available to all youth without regard to race, color, sex, disability, religion, age, or national origin



APPENDIX E

CHARACTERISTICS OF 4-H DELIVERY MODES

Organizing Community 4-H Clubs

Community Clubs Characteristics:

- ◆ composed of members and leaders that meet as a group on a regular schedule
- ◆ geographical proximity is major commonality among members
- ◆ meet in homes, or in nearby community meeting facilities

Under the direction of trained volunteer staff, members may:

- ◆ plan their own programs
- ◆ elect officers
- ◆ take part in community service activities
- ◆ engage in a variety of 4-H projects

Club Meetings:

- ◆ educational programs conducted based on expressed youth needs and interests
- ◆ plans for the club's educational programs are developed with member, leader, and parent input
- ◆ topics may or may not be related to an existing 4-H project
- ◆ programs are presented by members, leaders, parents or invited guests
- ◆ A "learn by doing" philosophy is employed with members being actively involved in the learning process.

Club Leadership:

- ◆ leadership for the club is provided by a leadership team
- ◆ usually one or more adults serve as organizational leaders
- ◆ less frequently, mature teens serve as organizational leaders
- ◆ the organizational leader serves as "captain" of the club level leadership team
- ◆ other team members would likely include project, activity, and resource leaders; club officers, and others in general support roles

Project Activities:

- ◆ youth typically enroll in a wide range of projects
- ◆ recommended community club structure would include sub-groupings of members with similar project interests under the leadership of a project leader
- ◆ project leader would assist the project group in-depth study of the selected project
- ◆ project groups may meet in conjunction with regular meetings or at other times
- ◆ using University of Florida Extension provided project materials and supplemented by community resources, youth are guided through a sequential set of learning experiences directed at well-defined learning activities
- ◆ only projects with sufficient enrollment will have project groups
- ◆ parents or others may serve as one-to-one advisors for other projects

Club Membership and Structure:

- ◆ may have as few as 5 members

- ◆ in Florida there is an average of between 16 and 17 members
- ◆ age range of members of a single club may cover the entire 4-H age span (5-18) or cover any narrower range within that span

Community Service Activities:

- ◆ community clubs have a citizenship education program
- ◆ includes conducting community service projects so members can learn about their community as they work to improve it

Beyond Club Activities:

Community clubs facilitate the participation of members in events and activities beyond the club level by:

- ◆ providing a communication link with the county office to make members aware of opportunities,
- ◆ providing assistance in understanding what the event or activity is and benefits for members from participation,
- ◆ helping members prepare for the event, and
- ◆ offering support and encouragement to the participant.

4-H PROJECT CLUBS

Project Clubs Characteristics:

- ◆ organized subject matter clubs are similar in operation to the Community 4-H club
- ◆ members are all enrolled in the same project or a limited range of related projects
- ◆ examples are clubs in the areas of: horse, beef, livestock, marine science, clothing
- ◆ meet on a regular schedule
- ◆ meet in homes or in community meeting facilities

Under the direction of trained volunteer staff, members may:

- ◆ plan their own programs
- ◆ elect officers
- ◆ take part in community service activities
- ◆ engage in a variety of 4-H projects

Club Meetings:

- ◆ educational programs conducted based on expressed youth needs and interests
- ◆ plans for the club's educational program are developed with member, leader, and parent input
- ◆ meetings devoted almost exclusively to the club project emphasis
- ◆ educational program is presented by members, leaders, or invited guests
- ◆ A "learn by doing" philosophy is employed with members being actively involved in the learning process.

Club Leadership:

- ◆ leadership for the club is provided by a leadership team
- ◆ usually one or more adults serve as organizational leaders
- ◆ less frequently, mature teens serve as organizational leaders

- ◆ the organizational leader serves as “captain” of the club level leadership team
- ◆ Other team members would likely include project, activity, and resource leaders; club officers; and others in general support roles.

Club Activities:

- ◆ project group approach used in community clubs may or may not be used in project clubs
- ◆ usually, entire club operates in such a way that it also incorporates functions performed by the community club project groups

Community Service Activities:

- ◆ community clubs have a citizenship education program
- ◆ includes conducting community service projects so members can learn about their community as they work to improve it
- ◆ projects are usually related to the club’s project emphasis

Club Membership and Structure:

- ◆ project clubs cover a wider geographical area than do community clubs
- ◆ may be county wide
- ◆ major commonality among members is subject interest
- ◆ may have as few as 5 members
- ◆ age range of members of a single club may cover the entire 4-H age span (5-18) or cover any narrower range within that span

ORGANIZING 4-H SPECIAL INTEREST GROUPS

4-H Special Interest Groups Characteristics:

- ◆ can take a variety of forms
- ◆ short-term, subject specific, and typically volunteer-led learning activities
- ◆ youth enroll in one or a series of learning experiences directed at a particular subject matter interest
- ◆ experiences have been planned prior to the member enrolling and have a definite planned termination
- ◆ participants' choice as to what they will learn is generally limited to the decision as to whether or not to enroll

Club Leadership:

- ◆ while youth may have been involved in an advisory capacity in the development of special interest activities the actual participants typically are not
- ◆ Special Interest groups have no officers

Club Membership and Structure:

- ◆ minimum of six hours of participation is required for classification as a 4-H member
- ◆ no upper limit for contact hours is established

Club Activities:

- ◆ Many activities which would be appropriately incorporated into a community or project

- club as an educational method would serve as good special interest activities only, without committing to other 4-H involvement
- ◆ Among these areas are: workshops/seminars/classes; retreats; field days; day camps; field trips; hikes.

4-H SCHOOL ENRICHMENT

4-H School Enrichment Characteristics:

- ◆ Extension-coordinated learning activities planned in cooperation with both public and private schools
- ◆ programs supplements to ongoing school curriculum

Materials for School Enrichment:

- ◆ teaching guides are usually provided by Extension
- ◆ member literature is available in some subjects at the county's expense
- ◆ supplies and equipment are sometimes provided (i.e., radish seeds, incubators)

Club Membership and Structure:

- ◆ participants must have six hours of contact to be counted as 4-H members
- ◆ participants typically have no role in determining curriculum
- ◆ participants seldom have a choice as to non-participation
- ◆ if program is offered to their class, they are participants
- ◆ as voluntary participation is a cornerstone of 4-H programming, every attempt to incorporate member choice into school enrichment is encouraged

Club Activities:

- ◆ Activities offered outside of class time that have been designed to supplement learning which has taken place during the school enrichment experience, should be part of an overall school enrichment plan.

4-H INDIVIDUAL STUDY/MENTORING/FAMILY LEARNING PROGRAMS

Planned learning is that which occurs independent of a formal group setting such as:

- ◆ a club,
- ◆ an individual,
- ◆ paired, or family learning effort.

It is self-directed, usually with limited adult involvement, except for parents (or mentor).

Examples include:

- ◆ self-study,
- ◆ home study courses,
- ◆ mentoring or shadowing with an "expert,"
- ◆ whole families learning together.

4-H Program Management Procedures



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Management Procedures in 4-H

Managing Behavior and Discipline

Behavioral Criteria for 4-H Participation

Florida 4-H membership policies require that all 4-H'ers abide by an **established Code of Conduct**. In all 4-H activities, members, leaders, and parents are expected to follow all rules and regulations as outlined by Extension professionals or volunteers responsible for the specific program or activity.

In this section certain standards and guidelines are identified for use to assure that 4-H has consistency in protecting the rights of 4-H'ers and others. When attending, participating or acting on behalf of the 4-H program, all persons are expected to conduct themselves in accordance with accepted standards of social behavior. This is, at a minimum, to respect the rights of others and refrain from conduct which may be injurious to the 4-H program.

The standards and procedures set forth in this section are minimum standards and are ones that constitute a violation of behavior expectations that can result in limited program participation. These standards and procedures are documented on the Florida 4-H Code of Conduct that must be signed by all 4-H youth and their parents when participating in any out-of-county events or activities they are doing as part of 4-H.

Developing County Code of Conducts and Disciplinary Procedures

County 4-H policy, guided by the County 4-H Advisory Committee, needs to identify the behavioral standards for all 4-H'ers at the county level. Of course, no county 4-H policy can conflict with state 4-H policy.

Why are County Policies Necessary?

University of Florida rules governing 4-H charge each county and state unit to develop policies and procedures for conducting 4-H programs, publish and distribute them to program participants. While the Florida 4-H Code of Conduct has been established for out-of-county events for uniformity, each county must either adopt this one or develop and publish its own.

Management Procedures in 4-H

Managing Behavior and Discipline

A current copy of the Florida 4-H Code of Conduct can be found at: <http://4h.ifas.ufl.edu>

These guidelines and procedures are documented on the [*Florida 4-H Code of Conduct*](#).

Florida 4-H Code of Conduct and Member Discipline Policy for ALL 4-H Activities

In seeking uniformity in the conduct expected at all 4-H activities and events, the following guidelines have been developed.

1. All rules and regulations governing an activity or event will be discussed with agents, leaders and 4-H'ers prior to, and at the beginning of each event.
2. All 4-H'ers are under the supervision of any Extension employee or adult assigned to the event.
3. All participants are expected to understand, respect, and act in accord with these standards as they support the goal of maintaining the health, safety and well-being of all persons.

Behavioral Standards for Out-of -County Events

- ❖ Participants are expected to participate in all components of the planned program.
- ❖ Participants are expected to be responsive to the reasonable requests of the event leader/agent.
- ❖ Participants will be respectful of their need for personal safety and the safety of others.
- ❖ The possession or use of alcoholic beverages, non-prescription drugs, narcotics, firearms and/or other weapons, tobacco and tobacco products, is strictly prohibited at all times.
- ❖ The malicious destruction or theft of personal, state, county, or 4-H property is unacceptable behavior.
- ❖ Gambling for money is not permitted.
- ❖ Participants will remain at the premises of the program/event at all times unless they have been granted permission to leave by the adults in charge.

Management Procedures in 4-H

Managing Behavior and Discipline

- ❖ Visitation by non-registered persons is discouraged. The event leader/agent should be notified if guests are expected.
- ❖ Participants will leave the premises in as good or better condition than it was upon arrival.

Consequences and Disciplinary Actions

1. 4-H'ers accused of any of the following will be required to appear before a review board:

- ❖ Possession or use of illegal drugs or alcoholic beverages;
- ❖ Theft, misuse, or abuse of public or personal property;
- ❖ Sexual misconduct;
- ❖ Possession of weapons or fireworks;
- ❖ Unauthorized absence from the premises of the event;
- ❖ Physical assault.

If the accused 4-H'er is found in violation of the above, his/her parents will be notified; and the 4-H'er will be sent home immediately at the parent's expense and be suspended from participation in district, state, national and international 4-H activities for a period of up to 12 months.

2. 4-H'ers accused of any of the following may be required to appear before the review board:

- ❖ Breaking curfew or disturbing the peace.
- ❖ Unexcused absence from the activities of the event.
- ❖ Unauthorized use of vehicles during the event.
- ❖ Use of abusive language.

If the accused 4-H'er is found in violation of these offenses listed above and receives discipline issued by the review board, his/her parents will be notified, and the 4-H'er may be sent home immediately at the parent's expense and may be suspended from participating in district, state, national, and international 4-H activities for up to six (6) months.

Management Procedures in 4-H

Managing Behavior and Discipline

3. Realizing these guidelines are not "all inclusive" the Extension Service reserves the right to make adjustments to these policies.

A policy for dealing with disciplinary violations should provide a clear opportunity for accused individuals to exercise rights of due process. The procedure shown here was developed by Len Davis, a university attorney for the University of Georgia, for use in that state and has been adapted only slightly for use in Florida.

Notification Procedures

If a 4-H'er is found in violation of the Code and is to be sent home, the person in charge of the event will notify the appropriate County Extension Director/agent responsible.

Review Board

The person in charge of the event will appoint a review board at the beginning of the event. The review board shall consist of the following: at least one Extension worker, up to two volunteer leaders, and three 4-H members (when appropriate). The person in charge of the event, or designee, shall serve as chairperson. The review board may be convened by the person in charge of the event.

Appeal Procedures

If a 4-H'er wishes to appeal the decision of the review board, he/she must appeal in writing through his/her County Extension Office. Appeals must be filed within 30 days following notification of punishment.

As necessary, the Assistant Dean of 4-H shall appoint an appeal board to meet no sooner than 30 days following the date of the 4-H'er's request. The appeal board shall consist of:

- (a) A County Extension Agent
- (b) A Volunteer Leader
- (c) Three 4-H members (when appropriate)
- (d) Assistant Dean, 4-H (or designate) chairperson

Management Procedures in 4-H

Managing Behavior and Discipline

An [*Agent Responsibility Form*](#) must be completed with all registration packets for out-of-county events and activities. A copy can be found in the appendix or obtained from the 4-H website:

[Florida 4-H Code of Conduct/4-H member and Parent Agreement](#)

What Should Agents Do with Respect to this Issue?

Prior to all events, distribute and collect signed *Florida 4-H Code of Conduct and Discipline Procedures* and the *4-H Member and Parent Agreement* (printed on the back) forms. This form outlines the rules for behavior and the consequences if these are not followed. The form must be signed by both the 4-H member and a parent. This verifies that both the member and parent have read the code of conduct and discipline procedures and understand the items stated in it. Also on the form is the parental Acknowledgment of Risk Agreement and the emergency contact information. This must be filled out to know who to contact in case of health or disciplinary problems. Failure to have two bonafide signatures to the above shall be sufficient reason to disqualify a member from further participation in a 4-H event..

What to Do in Case of Behavioral Violations?

Understanding the importance of protecting the rights of the individual without jeopardizing the effectiveness of the program should lead to agent cooperation in informing members of rules and procedures and in seeing that the signed Codes of Conducts are submitted for all 4-H activities.

Agents should be aware of the requirements of providing due process in disciplinary action that prohibits 4-H'ers from further participation or restricts their participation.

Agents are responsible for training adult volunteers in how the requirement for due process might affect their handling of disciplinary cases at the club level. For county level events and activities it is important that a procedure similar to the one shown in the appendices be adopted.

In short, by protecting the right of the individual(s) to due process, you will be protecting yourself, Extension, IFAS, and the University of Florida from potential embarrassment and litigation. It seems a small price to pay!

Management Procedures in 4-H

Understanding and Using Due Process

Introduction

"Due process under the law" might seem foreign to the normal operations of a 4-H program at the club or county level, but increasingly the issue of protecting the rights of individuals is coming to the forefront. Extension professionals have always tried to be fair when handling disciplinary problems in 4-H, but acting in good faith may no longer be sufficient. This section addresses a central concept in American constitutional tradition and how a 4-H agent or volunteer must understand its application in conducting 4-H programs.

What is "Due Process Under the Law?"

The Constitution's Fourteenth Amendment provides that no State may deprive a person of life, liberty, or property without due process under the law. This amendment prohibits the government from arbitrarily depriving someone of their property, freedom, or life. Certain safeguards must be in place to ensure "fair play." It provides a set of conditions that require that individuals or institutions which have power to control or intervene in the lives of individuals to do so fairly.

Why Is Due Process an Issue with Which 4-H Agents and Volunteers Should Be Concerned?

Although no Supreme Court rulings on due process have dealt with 4-H, two 1975 decisions regarding the public schools have implications for 4-H. One decision (Goss vs. Lopez, 1975) ruled that where the state extends to students the right to an education, it creates a legitimate entitlement to such education. This right to an education is considered a "property right" protected by Constitutional due process requirements. Due process must be provided if that right is in jeopardy.

It seems likely that 4-H participation might also be considered a property right. In the event that disciplinary action might result in removal from an activity (such as camp) a process to protect the rights of the accused must be in place. The same would hold true if the disciplinary action might result in a member losing the right to participate in future activities. These examples would be

Management Procedures in 4-H

Understanding and Using Due Process

roughly equivalent to suspension and expulsion in public schools.

A second 1975 Supreme Court decision (*Wood vs. Strickland*, 1975) held that an educator may be personally liable if he or she knows or reasonably should have known that an action taken would violate the constitutional rights of the person affected. No indication of malice is required. Acting in good faith, but in ignorance of the law is no longer good enough.

It seems essential that educators including 4-H agents and volunteers know as much as possible about providing for due process when constitutional rights are at risk.

What are the key elements of due process?

The basic rights of the accused are:

- (1) The right to be informed of the offense which he/she is charged.
- (2) The right to meet face to face with the accuser and to ask questions of the accuser.
- (3) The right to have the opportunity to respond to the charges and to present evidence in his/her own behalf.

This forms the basis of the Florida 4-H Disciplinary and Appeals Procedures. The Florida 4-H Review Board Procedures are outlined in complete detail in the appendices of this section. Additionally, the 4-H Appeals Board Procedures are defined, including a "sample charge to the 4-H appeals board."

Management Procedures in 4-H

Practicing Good Risk Management

What Is Risk Management?

Risk management is the process used to identify potential risks of injury or loss and to take appropriate steps to reduce or eliminate the risks. In planning a 4-H event or activity, it is important for careful consideration to be given to risk management. Doing so helps provide for the safety of the participants and staff and protects the planners from exposure to liability.

Risk management is not a process that is to be used to scare us into inaction. Anything we do in 4-H, and in life for that matter, entails risk. The object of risk management is to take as much control of the situation as possible for a reasonable and prudent person to do in reducing and eliminating these risks.

Risk Assessment

When 4-H events and activities are being planned, the planners need to review the various elements of the activity to identify potential hazards. After identifying potential hazards, part of planning will include determining ways those hazards can be reduced or eliminated. An example of this follows.

Planning a 4-H Overnight Hike and Camp:

The standard is again what would a reasonable and prudent person do and what is, if one exists, the "industry standard". In the example of a camping trip and hike, planners should consider issues dealing with planning for safe transportation and food, and insure that the adults in charge are responsible and equipped with the knowledge and skill necessary to lead the young people in this activity. It is unlikely that a reasonable and prudent person would think that ridding the trail of all loose limbs, killing all the poison ivy, having an adult lead the hike ringing a bell to scare off wildlife, requiring complete sun block, or a one-to-one youth-to-adult ratio was necessary. We must make a good faith effort to minimize risks to people, property and the reputation of the University and the 4-H program, but reducing the risk to zero is not possible.

Management Procedures in 4-H

Practicing Good Risk Management

In planning the camping trip, the following elements have been identified as:

Volunteer Supervision

- We will have 3 volunteer adults for 15 youth.
- Volunteers have been screened and appointed.
- Training in youth development done by Extension.
- Indicators of expertise in the fields of outdoor living have been met to the satisfaction of the agent.

Transportation

- Van maintained by county to be used/ seatbelt equipped.
- Volunteer has appropriate license and clean record.
- Car driven by second volunteer - clean record/personal liability insurance meets minimum standard.
- Map of intended route available for parents to review.
- Parents to be informed that return departure time is approximate.

Food Preparation/Food Safety

- Teens will build fires with adult supervision.
- Menus will be developed in accordance with clear consideration for food safety. Camp site is located close enough to van accessibility as to allow ice chest to be carried to campsite for chilled items for the initial dinner and breakfast.. Remainder of food to be used does not require refrigeration.

Shelter

- Tents are being borrowed from the 4-H camp.
- Leaders will teach youth how to erect tents.
- In case of extreme weather the alternate plan is to go to the 4-H camp nearby.

Medical and Health

- Medical releases and health forms are required.
- First aid training by the Red Cross was conducted for all volunteers. Those attended were certified.
- First aid supplies are packed in van and will be transported to campsite.

Management Procedures in 4-H

Practicing Good Risk Management

- Maps to nearest medical center are being provided.
- Single event accident insurance and illness insurance policy will be in effect. Claim forms will be in first aid kit.
- Group instruction addressing health and safety in the outdoors will be given.

Other

- Codes of Conduct are signed and on file.
- Parents and participants understand sanctions.
- Provisions for boys and girls on separate sides of camp site have been made (i.e. tents, volunteers).

Ways to Manage Risks

There are four major risk management approaches. These, and an illustration of how they are used in the previous example, follow.

1. **Reduction of Risk:** This involves removing risk or hazards and having in place policies and procedures that tend to minimize risk.

Much of the camping actions fall into this category. We provided checks on the level of readiness of the volunteers in charge to see if they were prepared and provided training if they weren't. We reviewed possible safety and health issues and took steps to avoid problems and we had back-up plans in case our original ones did not work. The reduction of risk is the major focus of much of our risk management activities. This is the area where we review the activity and do all that we can to identify and remove hazards.

2. **Risk Transfer:** A common means of managing risks is to transfer the risk to someone else.

In our example, we passed on to the insurance company some of our risks. The signed parental waiver also transferred the risk to the parents to some extent.

Management Procedures in 4-H

Practicing Good Risk Management

For further reading, there is much in the literature about risk management, if you are eager to learn more.

3. **Risk Assumption:** In many cases we decide that there are risks involved and we accept them.

In the camping example, we will still transport the youth in vans to the camp site even though we know there are wrecks everyday. We realize that if we do everything we can to reduce or transfer the risks there are still some left. We agree that the benefit to the youth is worth it. To the extent possible, participants and their parents should understand that there is some risk involved and the relative level of personal risk of a particular activity.

4. **Risk Avoidance:** Avoidance of risk means removing all risk by avoiding it entirely.

In everyday terms this means to eliminate the event or component that carries the most risk. Part of your risk management plan should be a review of the relative risks and benefits of programs to determine if there are some risks too high to assume even when all the possible risk reduction and risk transfer actions have taken place. This could even be the case with a high risk activity of high value to the program.

A situation within the Florida 4-H Program that illustrates this is the restrictions of 5-7 year olds from participation in the large animal projects. It does not mean that 4-H does not recognize the value of the benefits of owning and caring for animals by a youth. It does acknowledge that the Florida 4-H Program recognizes the risks entailed in this project and therefore is not willing to assume them.

In summary, risk is inherent in life. To completely, eliminate risk from an activity you must eliminate the activity. Part of good 4-H programming is to identify potential risks, establish policy and procedures to reduce risks as much as possible, transfer the remaining risks to the extent possible, then be willing to assume the risks remaining.

Management Procedures in 4-H

Insurance Policies and Procedures

Copies of the policies can be located in the appendix of this section or by going the Florida 4-H website.

Purpose of Insurance

Insurance is a method of transferring risks referred to earlier. In the 4-H program we transfer certain risks to insurance policies. The two types of insurance used are :

- 1) General Liability Coverage, and
- 2) Accident and Illness Coverage.

Each of these types of insurance policies will be explained regarding coverage for the Florida 4-H Program.

Liability Insurance

General liability coverage is provided pursuant to Chapter 284, Part II, Section 768.28 Florida Statutes, and rules promulgated thereunder. The certificate of coverage is granted by the Florida Casualty Insurance Risk Management Trust Fund. Please review the policy coverage presented in the appendix for specific details of the coverage and exclusions.

Who is Covered by the Policy?

The state department or agency named therein (i.e. University of Florida), their officers, employees, agents and volunteers.

What is Your Responsibility in Regard to the Policy?

You or volunteers in the program you manage are expected to act in good faith to reduce all possible risks that affect the well being of program participants. Therefore, this responsibility require appropriate volunteer training in risk management.

Liability in Leasing County School Buses

When leasing school buses within counties, the issue of additional liability coverage has been raised. In 1991 this issue was addressed by the University of Florida General Counsel. A copy of that memorandum to Extension agents with supporting Florida Statute citations is in the appendix.

Management Procedures in 4-H

Insurance Policies and Procedures

Accident and Illness Insurance

The University of Florida 4-H Program **does not** carry a universal group accident and illness policy for all 4-H'ers in the state. It does have a group policy of accident and illness for all 4-H'ers participating in **4-H state-sponsored events** with a signed Florida 4-H Health Form and provided that the person in charge of these events has arranged for coverage with the State 4-H Office.

4-H state-sponsored events are such activities as 4-H camp, 4-H Legislature and 4-H Congress. Other activities conducted and managed through the State 4-H Events office or the 4-H Camping Centers requiring registration packets including the signed health forms and fees fall in this definition. Other events, not managed by the State 4-H Events Coordinator or Camp Directors would not be considered to have such coverage unless special arrangements are made. If in doubt, ASK!

County Responsibility for Insurance

Each county is responsible to 1) insure their 4-H members annually and 2) insure all youth participants in special events planned and conducted at the county **and district levels**. This is the best practice to make sure you have covered yourself and the county in this risk management practice.

A variety of companies provide group accident and illness coverage. The Florida 4-H Program uses American Income Life for its coverage. A copy of this certificate of policy is available in the appendix for your information regarding coverage and exclusions.

Health Record Form for Florida 4-H Programs

Health Record Form is a parent release form for their child. Each child of the family participating in the activity or event needs to have one filled out. It contains information such as allergies, medical history, what steps to take in case of an emergency, and who to contact in case of an emergency. It must be notarized to verify that the information was confirmed by the parent/guardian. This section, if properly filled out,

Management Procedures in 4-H

Insurance Policies and Procedures

enables a doctor to treat a child if injured. If it is not filled out and the legal guardian is not present, the child cannot be treated by a doctor no matter how minor the injury.

This form can be filled out once per child and kept on file at the county extension office to be used for county events. If the health condition, treatment, or emergency contacts change, a new form must be filled out and notarized.

When to Use the Health Form?

A notarized health form should be carried by all 4-H'ers traveling to and from 4-H out-of-the county events. The health form is also often required as part of a pre-event registration packet for state and national events. This assures that youth in attendance will let the appropriate medical attention necessary.

For additional health and safety instructions while attending 4-H camps see the section entitled 4-H CAMPING.

County Extension Agent Responsibility Form

This form was created to help ease communications in case of emergency or disciplinary actions. This information should be carried with the County Extension Agent to out of county trips in case there is a need to contact the CED or another agent. *If the Agent will not be present at the event or activity, this form should be submitted at the time of registration for the event or activity.*

This form lists persons from the county extension office, in order of preference, to be contacted in case of an emergency or disciplinary action. It lists all ways to get into contact with them. If the contact person will not be available during the time of the event or activity, they should not be listed on the form.

Standards of conduct are established below and should be reviewed with all persons prior to leaving the County and by the "adult in charge" at the beginning of the week. Participants are expected to understand, respect, and act in accord with these standards as they support the goal of maintaining the health, safety and well-being of all persons attending, while also ensuring that all can benefit from their planned teaching and learning responsibilities.

- I. Standards
 - Participants are expected to participate in all components of the planned program.
 - Participants are expected to be responsive to the reasonable requests of the event leader/agent.
 - Participants will be respectful of their need for personal safety and the safety of others.
 - The possession or use of alcoholic beverages, non-prescription drugs, narcotics, firearms and/or other weapons, tobacco and tobacco products, is strictly prohibited at all times.
 - The malicious destruction or theft of personal, state, county, or 4-H property is unacceptable behavior.
 - Gambling for money is not permitted.
 - Participants will remain at the premises of the program/event at all times unless they have been granted permission to leave by the adults in charge.
 - Visitation by non-registered persons is discouraged. The event leader/agent should be notified if guests are expected.
 - Participants will leave the premises in as good or better condition than it was upon arrival.
- II. 4-H'ers accused of any of the following will be required to appear before a review board:
 - Possession or use of illegal drugs or alcoholic beverages;
 - Theft, misuse, or abuse of public or personal property;
 - Sexual misconduct;
 - Possession of weapons or fireworks;
 - Unauthorized absence from the premises of the event;
 - Physical assault.
- III. If the accused 4-H'er is found in violation of the offenses listed in II above, his/her parents will be notified; and the 4-H'er will be sent home immediately at the parent's expense, and may be suspended from participation in district, state, national, and international 4-H activities for a period of up to 12 months.
- IV. 4-H'ers accused of any of the following may be required to appear before the review board:
 - Breaking curfew or disturbing the peace;
 - Unexcused absence from the activities of the event;
 - Unauthorized use of vehicles during the event;
 - Physical assault.
- V. If the accused 4-H'er is found in violation of the offenses listed in IV above and receives discipline issued by the review board, his/her parents will be notified, and the 4-H'er may be sent home immediately at the parent's expenses, and may be suspended from participation in district, state, national, and international 4-H activities for a period of up to 6 months.
- VI. Realizing these guidelines are not "all inclusive," the Extension Service reserves the right to make adjustments to these policies.
- VII. NOTIFICATION PROCEDURES: If a 4-H'er is found in violation of the Code and is to be sent home, the event leader/agent will notify the agent responsible for that participant.
- VIII. REVIEW BOARD: Will be appointed at the beginning of the week by the event leader/agent.
- IX. APPEAL PROCEDURES: If a 4-H'er wishes to appeal the decision of the review board, he/she must appeal in writing through their County Extension Office. Appeals must be filed within 30 days following notification of punishment. As necessary, the Assistant Dean -- 4-H, shall appoint an appeal board to meet no sooner than 30 days nor later than 60 days following the date of the 4-H'er request. The appeal board shall consist of:
 - a. A County Extension Agent
 - b. A Volunteer Leader
 - c. Three 4-H members (when appropriate)
 - d. Assistant Dean, 4-H (or designate)

4-H MEMBER AND PARENT AGREEMENT

NAME OF EVENT / PROGRAM: _____

4-H MEMBER SECTION: I agree to participate in the total event/program with a spirit of enthusiasm and cooperation. I will maintain a high standard of behavior while participating in this event/program.

I understand there will be a Disciplinary Committee to render decisions of rule infractions and that I will be under the direct supervision of the Event Leader/Agent and other adults in charge.

I have read the Florida 4-H Code of Conduct and Discipline Procedures and agree to abide by it.

I understand that refusal to participate within the guidelines of the program will result in the loss of privilege to participate, and in my being sent home. I have read and fully understand this agreement.

(Date)

(4-H Member's Signature)

PARENT/GUARDIAN SECTION: An adult extension agent or leader will be present at program/event and designated as the Event Leader/Agent. This person will be responsible for the discipline and welfare of all participants, will follow the discipline procedures outlined in the Florida 4-H Code of Conduct and Discipline Procedures, and has the authority to act autonomously when procedural avenues have been exhausted. I have read and understand the Code of Conduct and Discipline Procedures. I understand that my child can be sent home for serious rules infractions. Should this become necessary the following procedure will be followed:

- The responsible extension agent or other adult in charge from our county shall be notified by the Event Leader/Agent. I will then be contacted by our county extension agent or other adult in charge.
- If our county extension agent or other adult in charge is unable to be reached, the Event leader/Agent will then contact me directly. If I am unable to be reached, the person(s) I have listed as emergency contacts will be called. The person(s) designated below may act in my behalf.
- If my child must be removed from the event, it is the responsibility of our county extension agent or other adult in charge to make arrangements with me, or the person(s) listed below, for transportation of my child from the event to my home.

Release of Liability: In consideration of the Florida 4-H Program's action in allowing my child to participate in this activity, the undersigned acknowledges that the program may involve participation in exercises which may be physically demanding and may subject the participant to stress, anxiety, and possible hazards, not all of which can be foreseen. It is fully understood that reasonable precautions will be taken to protect the participant at all times.

In consideration of the benefits from participating in the program, the undersigned does hereby **RELEASE, WAIVE, DISCHARGE AND COVENANT NOT TO SUE** any instructor, leader and/or sponsor of the Program, Florida 4-H Foundation, the University of Florida, the Board of Regents of the State of Florida and their respective officers, agents or employees from any and all liability claims, demands, actions, causes of actions and cost arising out of or related in any way to any loss, damage or injury that may be sustained or incurred by my child as a result of participation in such Florida 4-H activity.

(Date) (Parent/Guardian's Signature)

(Day Telephone)

(Evening Telephone)

PERSONS (other than parent/guardian) TO BE CONTACTED IN CASE OF EMERGENCY

Name: _____ Day Phone: (____) _____

Relationship: _____ Evening Phone: (____) _____

Name: _____ Day Phone: (____) _____

Relationship: _____ Evening Phone: (____) _____

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APPENDIX B

FLORIDA 4-H REVIEW BOARD PROCEDURES

Purpose

The 4-H Review Board exists for two primary purposes:

1. To determine whether an offense charged actually occurred, and,
2. If it occurred, what disciplinary action should be taken.

In serving these two purposes, Extension professionals must assure that the rights of the young person accused are observed.

Rights of the Accused

1. To be informed of the offense with which one is charged;
2. To have an opportunity to face and cross-examine the accuser; and
3. To have an opportunity to respond to the charges and to present evidence in one's own behalf.

Setting up the Review Board

In accordance with Section VIII of the Code of Conduct, the Review Board should be appointed at the beginning of any out-of-county event with the composition prescribed in Section IX.

The Board may be convened:

- A. At the direction of the Extension professionals in charge or,
- B. At the request of the affected 4-H'er.

Orienting the Parties

The Extension member of the Board:

1. Informs the panel and the accused of the Purposes set out above;
2. Advises the Board members and the accused of the offense charged; and
3. Insures that persons not essential to the proceedings are excluded. Witnesses are to be present in the hearing room only during their own testimony.

Conducting the Hearing

The Extension person in charge should:

1. Direct everyone present to treat the matter as confidential;
2. Permit the accused to make an opening statement;
3. Permit the accuser to make an opening statement;
4. Permit either party to present testimony of witnesses and to subject each other's witnesses to cross examination; and
5. Permit the Board members to question the parties and to call for additional information from the parties.

NOTE: Witnesses (persons other than the accused or Board members) should be in the room only when they are being questioned.

Reaching a Determination

1. When the parties have completed their cases and the Board has no further questions, the Board should excuse all others so that deliberations can begin.
2. The Board then determines by discussion and vote on each of the following points separately:
 - A. Whether the accused actually committed the offense(s) charged, and
 - B. What is the appropriate disciplinary measure within the limits set in Sections III and V of the Code.
3. The Board then calls in the accused and the Extension member of the Board announces the Board's decision.
4. If the decision is not favorable to the accused, he/she should be advised that, in accordance with Section IX of the Code, an appeal may be filed through the County Extension Office.

Role of the Extension Member of the Board

1. Chairs the Board and is responsible for maintaining an atmosphere of order, objectivity, and fairness. The fact that all direct participants already subscribe to the 4-H Pledge should clearly eliminate any need for swearing of witnesses.
2. Keeps the proceedings informal, but serious.
3. Insures that sufficient questions are asked to give the Board members enough information to make findings and recommendations which are responsive to the charge.
4. Participates in deliberations but votes only to break a tie.
5. Announces the decision to the 4-H'er.

APPENDIX C

4-H APPEALS BOARD PROCEDURES

This procedure furnishes guidelines for the Assistant Dean of 4-H in processing appeals from 4-H Review Board decisions reached in the course of a 4-H activity.

Setting up the Appeals Board

1. Agents, volunteers, and 4-H'ers specified in Section IX of the Code of Conduct should be appointed by the Assistant Dean with the following qualifications in mind:
 - A. Generally representative by race and sex;
 - B. Not from the home county of the 4-H'ers filing the appeal;
 - C. Preferably did not participate in the activity where the disciplinary action was taken.
2. The parents and 4-H member filing the appeal should be notified by certified mail, return receipt requested, of the time, date, and place set for the hearing.
 - A. Notify member that he/she may present own testimony, documents, or witnesses in his/her behalf.
 - B. Notify that the 4-H'er may have an advisor (parent, teacher, attorney) present but that the advisor may only counsel the 4-H'er and may not address the panel directly.
3. The individual who was the accuser before the Review Board should be available.

Orienting the Board Members

1. The Assistant Dean should appoint Board members, notify them, and make necessary travel/accommodation arrangements through CED's as soon as possible.
2. The Assistant Dean of 4-H will either chair the appeal board or will designate a representative to serve as chair.
3. The Chair should meet with Board members prior to the hearing.
 - A. Read the written charge to the Board members. (Sample enclosed)
 - B. Distribute to each a written copy of the charge.
 - C. Advise the Board that they are not prosecutors.
 - D. Advise the Board that they may question the 4-H'er and any witness, including Extension personnel originally responsible for the disciplinary action.

Conducting the Hearing

1. Make certain that a dependable tape recorder is available to record the proceedings.
2. Open the hearing with only the chair, the 4-H member and his/her advisor, and the panel present in the hearing room.

3. The chair should introduce himself/herself; name all the parties present in the room; and state the date, time, and purposes for the hearing.
4. The chair should announce -
 - A. That the proceedings are being recorded;
 - B. That all persons present should treat these proceedings in a confidential fashion;
 - C. That the 4-H member will be permitted to state his/her case, to include questioning of at least one of the agents responsible for disciplinary action;
 - D. That the panel may ask questions of the 4-H'er and of any witnesses;
 - E. That no decision will be announced by the panel;
 - F. That the panel will forward its findings and recommendations to 4-H administration for final decision; and
 - G. That the decision of 4-H administration will be furnished to the 4-H'er and parents by mail to their home address.
5. Though it is not a duty of the panel on appeal to make a redetermination of the facts, the 4-H'er should be permitted to present and support his/her version of the facts.
6. All witnesses should remain outside the hearing room except during their testimony and any question by the 4-H'er or the panel.
7. A copy of the 4-H'ers signed Code of Conduct Form and any other pertinent documents should be present for review by the panel and identification by the 4-H'er.

Role of the Assistant Dean or Designate

1. The Assistant Dean or designate chairs the panel and is responsible for maintaining an atmosphere of order, objectivity, and fairness. The fact that all direct participants already subscribe to the 4-H Pledge should clearly eliminate any need for swearing of witnesses.
2. The chair should attempt to keep the proceeding informal, but serious.
3. The chair should insure that sufficient questions are asked to give the panel enough information to make findings and recommendations which are responsive to the charge.
4. The chair must assure that any advisor present with the 4-H'er does not overstep the limitation of advising the 4-H'er.
 - A. This is not a judicial proceeding and the chair should not initiate or entertain any motions to exclude based upon relevancy, hearsay, etc.
 - B. Attempts to intervene in the proceedings by the advisor should be met with a reminder of the procedural rules. Should the advisor persist, the chair should advise the individual that the proceeding will be halted if he/she continues to intervene.

Closing the Proceedings

1. When the panel feels that it has sufficient information on which to act, the chair should ask the 4-H'er if he/she has anything to add in closing.
 2. Once the proceedings can be closed, the chair should announce "This concludes the hearing of the appeal of _____."
 3. The tape recorder should be cut off and all persons not on the panel excused from the room before deliberations begin.
 4. The number voting each way on each question should be noted (but it is not necessary to state how each member voted). In the case of a less than unanimous vote, the written comments of the minority should also be forwarded with the findings and recommendations.
 5. A copy of the tape may be furnished to the 4-H'er at cost.
-



SAMPLE CHARGE TO 4-H APPEALS BOARD

During _____ on _____
(Activity) (Date) (Name)
was determined to have violated the following prohibition(s) contained in the 4-H Code of Conduct:

The above offense(s) are violations of Section _____ of the Code and permit disciplinary measures within the following limits:

In accordance with Section VIII of the Code of Conduct, the agent in charge of the activity appointed a Review Board to examine the offense (s) charged and to determine in each instance:

- whether the offenses charged had occurred; and, if they occurred,
- what disciplinary action should be taken.

The Board determined that _____ had committed the offenses charged and recommended _____

I charge you then to make a written determination of the following:

1. Was the 4-H'er informed of the Code of Conduct violation of which he/she was accused?
2. Was the 4-H'er aware of the requirements of the Code of Conduct?
3. Was the 4-H'er given an opportunity to respond to the charges?
4. Was the 4-H'er given an opportunity to confront and question his accuser?
5. Did the Review Board make inquiry into the facts surrounding the charges against the 4-H'er?
6. Was the disciplinary measure imposed permissible under Section _____ of the Code of Conduct?

Your findings and recommendations should be prepared in writing for my review. Your vote should be treated as confidential and the votes cast "Yes" and "No" on the six above issues, minority findings and recommendations should also be stated in writing.

Based on your votes on the six above questions, you may recommend:

1. Affirmation of the findings and disciplinary measures of the Review Board.
2. Affirmation of the findings and reduction of the disciplinary measures of the Review Board.
3. Affirmation in part and reversal in part of the findings and affirmation or reduction of the disciplinary measures of the Review Board.
4. Reversal of the findings and disciplinary measures of the Review Board.

Matters related to these incidents and appeals should be treated as confidential. Discussion of these matters should be limited to the hearing room with persons directly involved or to appropriate Extension personnel.



LIABILITY MEMO FROM DEAN

To: All Extension Faculty

From: Christine T. Waddill
Dean for Extension

Re: Personal Liability

From time to time, we have inquiries from faculty and staff regarding personal liability. Attached is Section (17) Personal Liability as stated in the University of Florida Administration's Information Packet. This policy also applies to USPS staff and volunteers. See attached Rule 6C1-3.0o31 Administrative Affairs; Volunteers.

In essence, the University of Florida will provide all employees, including volunteers, with protection from personal liability and legal counsel, provided they are carrying out the duties and responsibilities of their job in good faith.

If a faculty member, staff member, or volunteer is sued for an act, event, or omission which may fall within the scope of section 768.28 of the Florida statutes, he/she should notify the District Director, Center Director, Department Chair, or the IFAS Personnel office as soon as possible after receipt of the summons or subpoena commencing the action in order that the University may fulfill its obligation.

September 30, 1992/Signature update November, 1999



SECTION (17) PERSONAL LIABILITY

(Article 21)

- (A) **Section 768.28 of the Florida Statutes protects State employees from personal liability under certain circumstances. Section 768.28(9)(a) of the Florida Statutes provides the following:**
- , No officer, employee, or agent of the state or any of its subdivisions shall be held personally liable in tort ... for any injury or damage suffered as a result of any act, event, or omission of action in the scope of his employment or function, unless such officer, employee, or agent acted in bad faith or with malicious purpose or in a man-ner exhibiting wanton and willful disregard of human rights, safety or property ...**
- (B) **The State will not be liable in tort for the acts or omission of an employee committed outside the scope of his or her employment or committed in bad faith, with malicious purpose, or in a manner exhibiting wanton and willful disregard of human rights, safety, or property. (Refer to Section 768.28, F.S.)**
- , If a faculty or A & P staff member is sued for an act, event, or omission which may fall within the scope of Section 768.28 of the Florida Statutes, the faculty or A & P staff member should notify his/her supervisor or chair and/or dean or director as soon as possible after the receipt of the summons (or subpoena) commencing the action in order that the University may fulfill its obligation. Failure to notify the administration promptly may affect the rights of the parties.**
- (C) **Legal advice (and counsel, if necessary) is provided to administrators and faculty members when necessary to ensure that the appropriate University procedures are followed as required by law and when it may be necessary to defend an action taken by an employee in the course of his or her assignment. Please refer to (A) above. (Refer to Section 240.215 F.S.)**

Please note - The University General Counsel's Office does not provide legal counsel to faculty members who grieve or appeal actions taken by the University administration.

APPENDIX F

MEMORANDUM

To: 4-H Extension Agents

From: Gabriele N. Dupre
Assistant to the General Counsel
University of Florida

Re: Leasing of County School Buses

A concern has been raised by University extension agents in several counties which affects the efficient operation of 4-H activities. On occasions when 4-H activities require transportation of 4-H youngsters to outlying areas, extension agents typically try to lease school buses from the local county school board. While local school boards are usually willing to enter into an agreement for the use of school buses, in the past some have made such arrangements contingent on the University's purchase of liability insurance coverage in varying amounts. To impose such a requirement on University Extension Services wishing to lease school buses is not in accordance with Florida law.

Section 234.211 of the Florida Statutes, pertaining to use of school buses for public purposes, envisions school districts entering into agreements with nonprofit organizations for the purpose of transporting school-age children to activities, including those of 4-H clubs. Such agreements are to be governed by the school district rules and are to encompass appropriate compensation to the school board. With respect to liability insurance coverage for school bus leasing, subsection 234.211(2)(b) reads in its entirety:

For purposes of liability for negligence, state agencies or subdivisions as defined in s. 768.28(2) shall be covered by s. 768.28. Every other corporation or organization shall provide liability insurance coverage in the minimum amounts of \$100,000.00 on any claim or judgment and \$200,000.00 on all claims and judgments arising from the same incident or occurrence.

Section 768.28(2) of the Florida Statutes defines a state agency or subdivision as to:

include the executive department, the Legislature, the judicial branch (including public defenders), and the independent establishments of the state; counties and municipalities, and corporations primarily acting as instrumentalities or agencies of the state, counties, or municipalities, including the Spaceport Florida Authority.

The University of Florida as a unit of an executive department (the Department of Education) is thus considered a state agency as referred to in Section 234.211(2), quoted earlier. Pursuant to this subsection, state agencies "shall be covered by s. 768.28" which provides sovereign immunity protection for negligence claims above \$200,000.00 per incident to state agencies. Claims up to \$200,000.00 based on negligence by University employees, including University extension service employees, are handled by the Florida Department of Insurance, Division of Risk Management pursuant to a self-insurance trust fund which covers such claims for the University.

Clearly, the Florida Legislature by enacting Section 234.211 with its express language on liability coverage in the context of school bus leasing by state agencies versus "every other corporation or organization" intended to protect state agencies from "liability insurance coverage demands of the type some county school districts have set forth in the past.

In summary, per Florida Statute state agencies, such as the University of Florida, are not required to provide liability insurance coverage when entering into school bus lease agreements for 4-H activities with a district school board. Attached is a copy of the pertinent statutory provision.

March 13, 1991

F.S. 1989

TRANSPORTATION OF SCHOOL CHILDREN

Ch. 234

234.112 School bus stops. - Each district school board shall establish school bus stops, or provide by school board rule for the establishment of school bus stops, as necessary at the most reasonably safe locations available. Where unusual traffic hazards exist at school bus stops on roads maintained by the state outside of municipalities, the Department of Transportation, in concurrence and cooperation with and upon request of the district school board, shall place signs at such bus stops warning motorists of the location of the stops.

History. - s. 1 ch. 77-74; s. 3, ch. 86-146.

234.211 Use of school buses for public purposes.

(1)(a) Each school district may enter into agreements with the governing body of a county or municipality in the school district or any state agency or agencies established or identified to assist the transportation disadvantage, as defined in s. 427.011, including the elderly, pursuant to Pub. L. No. 89-73, as amended, for the use of the school buses of the school district by departments, boards, commissions, or officers of such county or municipality or of the state for county, municipal, or state purposes, including transportation of such transportation disadvantaged. Each such agreement shall provide for reimbursement of the school district, in full or in part, for the proportionate share of fixed and operating costs incurred by the school district attributable to the use of such buses pursuant to such agreement.

(b) Each school district may enter into agreements with nonprofit corporations and nonprofit civic associations and groups to allow the use of school buses to transport school-age children for activities sponsored by such associations and groups, including, but not limited to, the Girl Scouts, the Boy Scouts, 4-H Clubs, the Y.M.C.A. and similar groups. The use of school buses for such activities shall be pursuant to rules adopted by the school district and with compensation to the school board at least equal to the costs incurred by the board for such use.

(2)(a) The governing body or state agency or agencies established or identified pursuant to Pub. L. No. 89-73, or the nonprofit corporation or nonprofit civic organization or group, or an agency established or identified to assist the transportation disadvantaged as defined in s. 427.011, shall indemnify and hold harmless the school district from any and all liability of the school district by virtue of the use of such buses pursuant to an agreement authorized by this section.

(b) For purposes of liability for negligence, state agencies or subdivisions as defined in s.768.28(2)

shall be covered by s. 768.28. Every other corporation or organization shall provide liability

insurance coverage in the minimum amounts of \$100,000 on any claim or judgement and \$200,000 on all claims and judgments arising from the same incident or occurrence.

(3) When such buses are used for nonschool purposes other than the transportation of the transportation disadvantaged, the flashing red lights and white strobe lights shall not be used, and the "School Bus" inscriptions on the front and rear of such buses shall be covered or concealed.

History. - s. 1, ch.78-104; s. 3, ch. 80-414; s. 8, ch. 81-254; s. 101, ch. 83-217; s. 11, ch. 83-324; s. 2, ch. 84-49; s. 8, ch. 89-278.

234.212 Contract for transportation services. In the event a contract between any school district and any person, business, or entity to provide the district with school bus service for the transportation of pupils in the district provides that such person, business, or entity shall own, operate and maintain school buses for such service, the district may purchase the number of buses needed for the district through the Department of Education and sell the same to such person, business, or entity as a part of the contract for such service. Any benefit derived to the provider of such service from the purchase of such buses from the district shall be taken as a credit against the cost of such service to the district. The district shall not be required to submit the sale of such buses to bid.

History. - s. 1, ch. 80-332



GROUP ACTIVITIES MASTER ACCIDENT AND ILLNESS POLICY



American Income Life Insurance Company

Legal Reserve Stock Company
Post Office Box 50158
Indianapolis, Indiana 46250
Telephone 317-849-5545
(Herein Called We, Our or Us)

HEREBY AGREES with the group named in the Schedule (herein called "Unit"): (a) To insure each member for whom application is made (herein called "Insured"); and (b) Promises to pay for losses resulting from Injury or Illness to the extent herein provided.

This Policy is written for a term of one year from the date of issue. It will automatically be renewed from year to year, except as provided in Part VII.

The effective date and termination date of any Unit activity covered will be those dates set forth in the specified activity application. This is true if such application or notice is received at Our Home Office at least one day prior to the effective date so specified.

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PART I	LOSS OF LIFE ACCIDENT INDEMNITY	PART VII	EFFECTIVE DATE AND POLICY TERMS
PART II	SPECIFIC LOSS ACCIDENT INDEMNITY	PART VIII	ELIGIBILITY AND EFFECTIVE DATE OF INSURANCE
PART III	PHYSICIAN, SURGEON, DENTAL, HOSPITAL, NURSE, PRESCRIPTIONS	PART IX	INDIVIDUAL TERMINATION
PART IV	SPECIAL ILLNESS INDEMNITY	PART X	PREMIUM AND PREMIUM PAYMENT
PART V	SPECIFIED DISEASE INDEMNITY	PART XI	GENERAL PROVISIONS
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SCHEDULE

NAME & ADDRESS OF UNIT Florida 4-H Foundation 121 rolfs Hall, University of Florida Gainesville, FL 32611
--

Policy Number _____

Issue Date March 1

Yearly Renewal Date March 1

Premium for each insured member shall be \$ _____ per day.

Loss of Life Accident Indemnity Part I	Specific Loss Accident Indemnity Part II	Medical & Hospital Expense Accident Part III	Indemnity Illness Part IV	Dental Expense Part III	Specified Diseases Part V
\$ <u>2,000.00</u>	\$ <u>2,000.00</u>	\$ <u>2,500.00</u>	\$ <u>1,000.00</u>	\$ <u>350.00</u>	\$ <u>3,000.00</u>

"Injury" as used in this Policy means bodily injury caused by an accident. It must: (a) Occur while this Policy is in force as to the Insured; (b) Result directly and independently of all other causes in loss covered by this Policy; and (c) Be sustained by the Insured while and in the consequence of:

1. Participating in, or attendance at, any regularly approved Unit activity as a group, under the supervision of the duly designated Unit Leader; or
2. Traveling directly to and from such regularly scheduled and approved group activity with the other members of the Unit as a group, provided such group is at the time under the supervision of the proper authority of the Unit; or
3. Traveling directly to and from the Insured's residence and meeting place for the purpose of participating in such regularly scheduled Unit activity.

PART I LOSS OF LIFE ACCIDENT INDEMNITY

When Injury results in loss of life of the Insured We will pay a benefit. Such loss of life must occur within 100 days after the date of the accident. The Loss of Life Accident Indemnity is shown in the Schedule.

PART II SPECIFIC LOSS ACCIDENT INDEMNITY

When Injury does not result in loss of life, but does result in any of the following losses within 100 days after the date of the accident, We will pay for:

Loss of both hands or both feet	The Specific Loss Accident Indemnity
Loss of the entire sight of both eyes	The Specific Loss Accident Indemnity
Loss of one hand and one foot	The Specific Loss Accident Indemnity
Loss of one hand and the entire sight of one eye	The Specific Loss Accident Indemnity
Loss of one foot and the entire sight of one eye	The Specific Loss Accident Indemnity
Loss of the entire sight of one eye	50% of The Specific Loss Accident Indemnity
Loss of one hand or one foot	50% of The Specific Loss Accident Indemnity

"Loss" as used above with reference to: (a) Hand or foot means complete severance through or above the wrist or ankle joint; (b) Arm or leg means complete severance through or above the elbow or knee joint; and (c) Eye means the irrecoverable loss of the entire sight thereof. No indemnity will be paid under any circumstances for more than one of the losses above, the greatest for which provision is made in this Part.

PART III PHYSICIAN, SURGEON, DENTAL, HOSPITAL, NURSE, PRESCRIPTIONS

When Injury shall require:

1. Treatment by a legally qualified physician or surgeon;
2. Confinement within a hospital;
3. Employment of a licensed or graduate nurse while hospital confined;
4. X-ray examination;
5. Use of an ambulance; or
6. Drugs and medicines requiring the written prescription of a physician;

We will pay a benefit for the expense for such services incurred by the Insured. This will be in addition to any indemnity payable under Part I or Part II. Such expense must be incurred within 52 weeks after the date of the accident causing the Injury. We will not pay more than the Amount Payable shown in the Schedule as the result of any one accident to any one Insured.

Any expense incurred due to external contact with any of the following shall be considered an Injury: Poison ivy; Poison oak; or any other poisonous substance.

The maximum payment for any Injury necessitating dental treatment to natural teeth shall be the amount shown in the Schedule. Such dental service must actually be performed within 52 weeks after the date of the accident.

PART IV SPECIAL ILLNESS INDEMNITY

In addition to all other benefits provided in this Policy, We will pay for the expense of hospital care, physician or prescriptions ordered by the physician, subject to all of the following:

1. Benefits will not exceed the sum stated in the schedule for expense incurred as the result of any one illness;
2. The illness for which such expense is incurred manifests itself while the Insured is covered under this Policy;
3. Medical attention is received within 24 hours after the last date this insurance is in force as to the Insured;
4. Such expense is actually incurred within 52 weeks after the date of first treatment.

The following shall be considered an illness: (a) Any infection of the gastro-intestinal tract due to food poisoning; and (b) Any infection of the ear and/or the respiratory tract due to swimming.

PART V SPECIFIED DISEASE INDEMNITY

Subject to the following, We will pay for the expense of hospital, nurse, physician, and medicines requiring a prescription as a result of: Poliomyelitis; Diphtheria; Scarlet fever; Smallpox; Tetanus; Cerebrospinal meningitis; Typhoid fever; Leukemia or primary encephalitis:

1. Such condition must manifest itself while the Insured is covered under this Policy;
2. Medical attention for the condition must be received during the period this insurance is in force as to such Insured;
3. Benefits will not exceed the amount shown in the Schedule.

PART VI EXCLUSIONS

This Policy does not cover any loss caused by or resulting from: (a) Pregnancy; (b) Suicide or any attempt thereat while sane or intentional self destruction or any attempt thereat while insane; (c) Riding as a passenger or otherwise in any vehicle or device for aerial navigation; (d) The expense of replacing eyeglasses or prescriptions therefore; (e) Hernia in any form; (f) Any expense due to an accident or illness which is the result of a pre-existing condition, meaning the existence of symptoms which would cause a person to seek diagnosis, care or treatment within a 5 year period preceding the effective date of the coverage or for which medical advice for treatment was recommended by a physician within such 5 year period; (g) Loss covered by worker's compensation or Medicare; (h) Treatment by self, members of family, or persons employed by the Unit; (i) Injury sustained while skiing, tobogganing, tubing or sledding.

PART VII EFFECTIVE DATE AND POLICY TERMS

This Policy is in effect only for the period for which application is made. Either We or the Unit may terminate this Policy as of any anniversary date. Notice must be given to the other party at least 30 days prior to such date.

All periods of insurance hereunder for any specific date shall begin and end in each case at twelve o'clock midnight Standard Time.

PART VIII ELIGIBILITY AND EFFECTIVE DATE OF INSURANCE

All active members and leaders for which application is made are eligible for insurance under this Policy. Coverage for each eligible member of the Unit will take effect on the date such member begins active participation in the Unit activity for which coverage is applied for, but in no event prior to the effective date of this Policy.

We have the right and opportunity to inspect the records of the Unit that pertain to this insurance at all reasonable times. We may do this within two years after: (1) The expiration of this Policy; or (2) Settlement of all claims hereunder, whichever last occurs.

PART IX INDIVIDUAL TERMINATION

The insurance on any Insured shall immediately terminate on the earliest of the following dates:

1. On the date this Policy terminated; or
2. On the date the Insured ceases to be an active member of the Unit.

PART X PREMIUM AND PREMIUM PAYMENT

This insurance will be placed in force: (a) Providing an application for coverage is received showing the number of persons participating in such Unit activity and the number of days the insurance shall be in force; and (b) In consideration of the payment of the premium stated in the schedule. Such payment must be received by the Home Office within 10 days after the termination of any specified activity.

PART XI GENERAL PROVISIONS

Entire Contract: This Policy and the application of the Unit, constitute the entire contract between the parties. All statements made by the Unit shall be deemed representations and not warranties. No such statement shall void the insurance or reduce the benefits under this Policy or be used in defense to a claim hereunder unless it is contained in the written application.

Changes: No agent has authority to change this Policy or to waive any of its provisions. No change in this Policy shall be valid unless approved by an executive officer of Ours. Any such approval must be endorsed on this Policy.

Notice of Claim: Written notice of claim must be given to Us within 20 days after the date any loss covered by this Policy begins, or as soon thereafter as is reasonably possible. Notice given by or on behalf of the Insured or the Beneficiary to Us at Our Home Office in Indianapolis, Indiana, with information sufficient to identify the Insured, shall be deemed notice to Us.

AIL
American
Income Life
Insurance Company

Legal Reserve Stock Company

Home Office: Indianapolis, Indiana

GROUP ACTIVITIES MASTER
ACCIDENT AND ILLNESS POLICY

CT, FL, ME

Proof of Loss/Claim Forms: Written proof of loss must be submitted to Us within the time fixed in the Policy for filing proof of loss. It must cover the date of occurrence, the nature and the extent of loss for which claim is made. We, at Our discretion, may request a regular claim form to be completed by the attending physician.

Written proof of loss must be furnished to Us at Our Home Office within 90 days after the termination of the period for which We may be liable. Failure to furnish such proof within this time shall not invalidate nor reduce any claim if it was not reasonably possible to give proof within such time. However, such proof must be furnished as soon as reasonably possible and in no event, except in the absence of legal capacity, later than one year from the time proof is otherwise required.

Time Payment of Claims: Indemnities payable under this Policy will be paid immediately upon receipt of due written proof of such loss.

Physical Exam and Autopsy: We, at Our own expense, shall have the right and opportunity to examine the person of the Insured when and so often as We may reasonably require while his/her claim is pending. We may also, at Our own expense, make an autopsy in case of death where it is not forbidden by law.

Payment of Claims: Indemnity for loss of life of the Insured is payable to the spouse or parent of the Insured, if surviving the Insured. Otherwise the indemnity will be paid to the estate of the Insured. All other indemnities of this Policy are payable to the Insured. In the event the Insured is a minor, We may pay any amount otherwise payable to the Insured to his/her parents, or guardian or other person actually supporting the Insured.

Legal Actions: No action at law or equity shall be brought to recover on this Policy prior to the expiration of 60 days after proof of loss has been filed according to the requirements of this Policy. No such action may be brought at all unless brought within 3 years from the expiration of the time within which proof of loss is required by this Policy.

It may be that a time limit of this Policy with respect to commencing an action at law or in equity is less than that permitted by the law of the state in which the Unit is located at the time this Policy is issued. If so, such limit is hereby extended to agree with the minimum period permitted by such law.

Choice of Provider: The Insured shall have the sole right to select his/her own physician, surgeon and hospital. The physician-patient relationship shall be maintained.

IN WITNESS WHEREOF, THE AMERICAN INCOME LIFE INSURANCE COMPANY has caused this Policy to be signed by its President and Secretary, but the same shall not be binding upon Us unless countersigned by its duly authorized agent.

Ch. L. Adair
Secretary

Charles B. Cooper
President

Countersigned by: *Kenneth L. Sullivan*
Registrar

American Income Life Insurance Company

HOME OFFICE: INDIANAPOLIS, INDIANA

FLORIDA ENDORSEMENT

It is hereby agreed that the Policy and Certificate to which this Endorsement is attached is amended as follows.

PART IV SPECIAL ILLNESS INDEMNITY is changed by deleting item 2.

Item (f) in PART VI EXCLUSIONS is changed to read as follows:

(f) any expense due to an accident or illness which is the result of a pre-existing condition until coverage under the Policy has been in effect for 12 months from the issue date. A pre-existing condition is one that, during the 6-month period immediately preceding the issue date, had manifested itself in such a manner as would cause a person to seek diagnosis, care or treatment or for which medical advice for treatment was recommended or received;

The following definitions are added:

"Hospital" means a facility operated pursuant to laws of the State of Florida which:

- a) Is primarily engaged in providing, for compensation from its patients, diagnostic and surgical facilities (either on its premises or in facilities under its control) for the care and treatment of injured or sick persons by or under the supervision of a staff of physicians;
- b) Has 24-hour nursing services by registered nurses (R.N.); and
- c) Is not primarily a place for rest or custodial care, nursing home, convalescent home or similar institution.

No claim for payment under the Policy for treatment, care or services in a licensed hospital which is accredited by the Joint Commission on the Accreditation of Hospitals, the American Osteopathic Association, or the Commission on the Accreditation of Rehabilitative Facilities will be denied because such hospital lacks major medical facilities and is primarily of a rehabilitative nature, if such rehabilitation is specifically for treatment of physical disability.

"Physician" means a practitioner of the healing arts who is duly licensed and qualified under the law or jurisdiction in which treatment is received and acting within the scope of such license. This includes a dentist, optometrist, podiatrists and chiropractors to the extent benefits are provided under the Policy for services rendered.

The following provisions are added:

If at the time the Policy terminates, an Insured is totally disabled, an extension of benefits will apply as follows:

We will pay benefits for eligible medical expenses incurred prior to the earlier of the date the Insured: [a] ceases to be totally disabled; [b] 12 months from the date the Policy is terminated; [c] would otherwise lose coverage under the Policy, whichever is less. Payment will only be made with respect to the accident or illness causing the total disability and only to the same extent as if the Policy had not been terminated. An Insured who is normally employed is totally disabled when he or she is prevented by an accident or illness from engaging in any occupation for wage or profit. An Insured who is not normally employed is totally disabled when he or she is prevented by reason of accident or illness from engaging in the normal activities of a person in good health and of the same age and sex. Total disability must be certified by an attending Physician.

We will pay benefits for eligible dental expenses during the continuance of such total disability, but not beyond the date coverage would otherwise terminate, provided:

- a) The course of treatment or dental procedures were recommended in writing and began, in connection with a specific accident that occurred while the Policy was in effect, by the attending dentist while the Insured was covered under the Policy.
- b) The dental procedures were for other than routine examinations, prophylaxis, x-rays, sealants or orthodontic services.
- c) The dental procedures were performed within 90 days after the termination date and termination did not occur as a result of the Insured's voluntary termination.

This extension of dental benefits ends upon the earlier of:

- a) The end of the 90 day period specified in c) above.
- b) The date the Insured becomes covered under the succeeding policy or contract providing coverage or services for similar dental procedures, taking into account any waiting or elimination periods in the succeeding plan.

These extensions of benefits are subject to all terms and conditions of the Policy.

This Endorsement takes effect and expires with the Policy to which it is attached. No provision of the Policy is changed or waived except as stated herein.

IN WITNESS WHEREOF, THE AMERICAN INCOME LIFE INSURANCE COMPANY has caused this Endorsement to be signed by its President and Secretary.


Secretary


President

APPENDIX H



HEALTH RECORD FORM FLORIDA 4-H PROGRAMS



Name of Activity _____

Participant's County _____

Activity Dates: _____

1. Please type or print.
2. Carry this form with you to the activity.
3. Statement provides basis for medical care while at this 4-H activity. You will not be denied admission for medical reasons unless you have a condition which may be harmful to other members of the group or for which appropriate facilities and/or medical treatment are not available.

PERSONAL INFORMATION

Last Name		First Name		Middle Name	
Birthdate		Height	Weight	Permanent Address	
Age	Sex	Race		City	State Zip
FOR NATIONAL 4-H EVENTS ONLY					
Social Security Number (4-H Member):			Social Security Number (Attending Adult):		

NEXT OF KIN OR PERSON TO BE NOTIFIED IN CASE OF EMERGENCY

Name		Address			
Relationship	Phone	City	State	Zip	
Physician's Name		Phone(s)			

STATEMENT OF UNDERSTANDING AND AUTHORIZATION FOR TREATMENT

In consideration of _____ having been accepted by the Cooperative Extension Service to attend a 4-H activity, I hereby release the Florida Cooperative Extension Service, its employees and the volunteer 4-H leader(s) from any financial responsibilities for the sickness of or accident to her/him. I also give my permission for him/her to be treated in case of medical emergency, while going to, returning from and while at this activity. To insure prompt attention in case of serious sickness or accident, I hereby authorize the person responsible to incur expenses considered necessary and I agree to pay for same, if this is not covered by an accident and sickness insurance policy.

I also give my consent for my son or daughter to be under the disciplinary control of the official chaperon(s) designated by Florida Cooperative Extension Service.

Parent/Guardian Signature _____

Sworn to and subscribed before me
this ____ day of _____, 19____.

Participant Signature _____

Notary Public: _____
Personally Known ___ OR Produced Identification

Type of Identification Produced _____

Date _____

THIS FORM MUST BE NOTARIZED

MEDICAL PROCEDURES SUGGESTED:

COMPLETED YEAR

- RUBELLA VACCINATION
- DIPHTHERIA TETANUS IMMUNIZATION (WITHIN 10 YEARS)
- POLIO SERIES
- MEASLES VACCINE

IF THE ANSWER IS "YES" TO ANY OF THE FOLLOWING, ENTER DETAILS ON THE LINES PROVIDED, INDICATING DIAGNOSIS, DATE OF ILLNESS OR INJURY, NAME OF HOSPITAL, LENGTH OF HOSPITALIZATION, NAME OF DOCTOR, ETC.

MY CHILD HAS HAD:

**Answer
Yes or No**

1. SYMPTOMS SUCH AS EPILEPSY, CONVULSION, LOSS OF CONSCIOUSNESS, DIZZINESS, PARALYSIS _____
2. DISEASE OF HEART OR BLOOD VESSELS, INCREASED OR ABNORMAL BLOOD PRESSURE _____
3. LUNG DISEASE: ASTHMA, BLOOD SPITTING, PERSISTENT COUGH _____
4. PAIN IN CHEST OR SHORTNESS OF BREATH _____
5. STOMACH OR INTESTINAL TROUBLE: ULCERS, GALL BLADDER OR LIVER DISORDER, JAUNDICE, HERNIA _____
6. ARTHRITIS, RHEUMATIC FEVER, GOITER, DIABETES, KIDNEY OR BLADDER DISEASE _____
7. HAY FEVER OR ALLERGY _____
8. IMPAIRED SIGHT OR HEARING, CHRONIC EAR INFECTIONS _____
9. ANY SURGICAL OPERATIONS, ACCIDENT OR INJURIES _____
10. SKIN DISEASES _____
11. ALLERGY TO MEDICINES _____
12. CURRENTLY TAKING MEDICINES _____
13. UNDER CARE OF PHYSICIAN _____
14. THERE ARE CERTAIN TYPES OF ACTIVITIES MY CHILD SHOULD NOT PARTICIPATE IN _____

ENTER DETAILS FOR "YES" ANSWERS:

(IF ADDITIONAL SPACE IS NEEDED, STAPLE OR OTHERWISE FIRMLY ATTACH EXTRA PAGES.)

BLOOD TYPE (IF KNOWN) _____

THIS FORM MUST BE FILLED OUT BY THE PARENT OR LEGAL GUARDIAN OF PERSONS UNDER AGE 18. IT SHOULD BE CARRIED WITH THE PARTICIPANT TO THE 4-H ACTIVITY.



4-H Resource Development and Financial Management

Section Contents:

How 4-H Is Funded
Managing County 4-H Program Accounts
Procedures for Handling Funds
 County 4-H Club (Unit) Accounts
 Guidelines for Fund-raising
 Guidelines for Gift and Endowments
 Grants

4-H Foundations
Tax Exempt Status
 Federal Income Tax Exemption
 Florida Sales Tax Exemption

Appendices:

- A: Guidelines for Local Bank Accounts in County Extension Offices
- B: Application for Continuation for Club Charter Form
- C: Duties of the Treasurer
- D: Fund-raising Basics
- E: Writing a Grant Proposal
- F: Federal 4-H Tax Exempt Guidelines

4-H Resource Development and Financial Management

There should be a clear organizational structure within the county 4-H program upon which the fiscal responsibility and accountability are placed.

How is 4-H Funded?

The 4-H Program is supported through both public and private funds at the county, state and national levels. The public funds that the 4-H program receives from the county, state and the federal government provide the salary and support of personnel. These sources do not adequately support the educational programs and activities of the county program. Funds must be secured from private resources to augment the county 4-H educational programs and activities for youth. This section states procedures and gives explanations of how to properly handle public and private funds for the 4-H Youth Development Program.

Who has Responsibility for Fiscal Management?

The 4-H Youth Development Program is a major educational effort that is central to the mission of the Florida Cooperative Extension system. This means that the University of Florida, Institute of Food and Agricultural Sciences, has overall responsibility in the support of the 4-H Youth Development Program. Any 4-H organization, at any level within the state, is accountable to the University of Florida and USDA and is obligated to follow the policies and procedures established by Cooperative Extension Service to document financial activity in accordance with laws and regulations and to demonstrate an ability to handle funds properly.

The complexity of the 4-H Program requires the clarification of the responsibilities that faculty and units (generic term for all 4-H clubs or county-wide advisory committees/councils) have when handling funds that are in any way related to the 4-H Youth Development Program.

The 4-H Advisory Committee provides overall direction to the county 4-H program and should also provide leadership in the development of the county budget to meet established goals. This committee, or a finance sub-committee, may be the primary fund-raising group for your county program and thus has been delegated a fiscal responsibility and accountability. Or, in some cases, you may have a county 4-H Foundation who is charged with the fund-raising mission for the 4-H program.

4-H Resource Development and Financial Management

Guidelines for Managing County 4-H Program Accounts

A copy of the *Extension Guidelines for Handling Funds in County Offices* is located in the appendix.

Regardless of type, all fund raising, collecting and handling of money is subject to the following set of guidelines.

Guidelines for Managing County 4-H Program Accounts

In each county the County Extension Director (CED), on behalf of the University of Florida Cooperative Extension Service, *is responsible for monitoring the generation, collection and expenditure of funds associated with the local Extension program, and for ensuring that proper fiscal procedures are followed to manage these items. All funds associated with the Extension local program shall be subject to this policy.*

Each CED is required to assign responsibility for its local accounts to advisory committees or other Extension related organizations for fiscal management of Extension related bank accounts.

The following sources of revenue and their associated expenditures are examples of the types of projects that fall under this guidance:

1. Donations and gifts
2. Fees for educational programs (supplies, refreshments and etc)
3. Newsletter subscription
4. Fees collected at shows, expos, fairs
5. Fees for soil and water testing
6. Sale of UF/IFAS publications

Florida Extension has published a set of guidelines for county faculty regarding bank accounts managed within county Extension offices. A copy of these guidelines can be found in the Appendix or obtained from your County Extension Director.

All county accounts maintained in support of the County 4-H Youth programs must follow these guidelines. Additionally, the following set of guidelines are provided to clarify your role as the 4-H Youth Coordinator in appropriate resource development and fiscal management.

Procedure for Handling Funds

County 4-H Club (Unit) Accounts

4-H Unit: An identifiable group of youth, sanctioned by Extension, organized to have similar learning experiences, e.g. club, classroom of students, a camp session, and after-school or special interest group.

See the 4-H homepage for details of application and chartering of local 4-H units.

http://4h.ifas.ufl.edu/Getting_Involved.htm ?

A sample form for an Application of Continuation of 4-H Charters is in the appendices.

How Are 4-H Club (Unit) Accounts Created?

There are several different ways in which 4-H accounts for individual clubs(units) have been established historically in Florida. They may be classified as sub-accounts in the County 4-H Foundation or each individual 4-H club may have its own account.

Regardless of the county method, there are some universal policies, guidelines and procedures that need to be followed in either maintaining accounts or establishing new accounts as new units are created.

Establishing A 4-H Club Account

The first initial step is the authorizing or “chartering” of 4-H county or local units. Clubs must be chartered to be eligible for an account with the authorization to use the name and emblem.

All 4-H Clubs which receive/expend funds, and which are organized on either a formal or informal basis, should have some type of written evidence that recognizes them as part of the 4-H program conducted by the CES.

The 4-H Charter (or other documentation) authorizing a volunteer managed organization to carry out a program of youth activities using the name and emblem also authorizes the club to establish one (1) checking/savings account for its activities. Additional accounts require special approval from the County Extension Director.

It is recommended that an annual application of continuation for club charters be used as a method to remind the unit leaders of the fiscal role/responsibilities of club accounts.

All individual 4-H clubs operate under the authority and jurisdiction of their respective County Extension Director.

Procedure for Handling Funds

County 4-H Club (Unit) Accounts

Additional or customized reporting procedures may be established by a County Extension Advisory Committee as approved by the county director.

A copy of FORM SS-4 Application for Employer Identification Number can be obtained from your local IRS Office or on the web at:

<http://www.irs.gov/pub/irs-fill/fss4.pdf>

While accounts can be handled within the extension office, NO 4-H faculty, specialist, or county staff member or 4-H leader's name should appear on any checking or savings account of a 4-H club or program.

Proper use of the 4-H name and emblem must be abided by in all fund-raising and account management activities. County 4-H units, individual 4-H units, and their leaders and members are accountable for all funds raised by them or in their name. This includes responsibility for how funds are used and protecting balances from misappropriation. To insure this, an annual financial statement must be prepared which includes details on income and expenditures for any 4-H unit authorized to use the 4-H name and emblem.

Recommended Guidelines for Managing 4-H Club Accounts

Each county 4-H extension agent is responsible for overseeing the handling of treasuries and fund-raising activities by 4-H units, 4-H members, 4-H leaders, and parents. Any 4-H unit authorized to have a treasury or participate in fund-raising activities should be required to meet the following requirements for good accountability:

- A 4-H unit that plans to maintain more than \$25 in funds must establish its own savings and/or checking account. The 4-H extension agent can authorize establishment of an account. Accounts should be set up so that they require two signatures from unrelated people.
- All bank accounts must be established with a federal identification number and reported to the County Extension Office. No account held in the name of 4-H should use the name of a 4-H member or leader nor should a Social Security number of an individual be used in lieu of the appropriate tax identification number. Any accounts currently operating under a social security number must be converted to comply with aforementioned requirements.

Procedure for Handling Funds

County 4-H Club (Unit) Accounts

- If 4-H clubs have sub-accounts under one County 4-H Program/Foundation account then individual 4-H units within the county are not required to apply for individual identification numbers. Under these conditions the County Extension Office must maintain account procedures according to Extension policies.
- Account names must include the club name and “4-H Club”.
- Before beginning any type of 4-H fund-raising activities for the program year, the method of fund-raising and intended use of funds must be included in the annual budget proposal, then reviewed and approved by the County Extension Director or appointed designee.
Note: Raising funds with no specific 4-H program or purpose in mind is not allowed.
- If a 4-H unit intends to conduct a fund-raising event to raise more than \$100, they must file an intent with the CED, or designee, indicating the type of activity and purpose for which the funds are being raised.
- Each time the 4-H unit conducts a regular business meeting, the written record of income and expenses should be updated.
- At the end of the 4-H year, the funds remaining in a club account should not be excessive. Funds should not be accumulated for the sake of accumulating funds.

As a general rule, a beginning balance which is not designated for any specific purpose, should not exceed 110% of a club’s proposed budget for the next year.

A significant aspect of the 4-H Club program is to teach the youth. Officers and members will learn how to prepare a budget, raise funds, and manage their money. Therefore, the retention of excess funds by a 4-H unit is strongly discouraged.

Procedure for Handling Funds

County 4-H Club (Unit) Accounts

The 4-H Treasurer's Book and List of Duties (appendix) will assist youth and their leaders in the fiscal responsibilities.

Rights and Responsibilities of 4-H Units for Fiscal Management

Chartered units are authorized to use the 4-H Club name and emblem for 4-H educational or informational uses. Thus, they are encouraged to plan and implement educational programs and community service projects in their community.

Units have the authority to receive private money to support the operating expenses of the 4-H Youth Development Program. All funds for these purposes, regardless of the source, should be managed and accounted for accurately. 4-H Unit members and leaders are responsible for all resources (money, equipment, property, etc.) raised, collected, or otherwise obtained and expended in the name of 4-H. Again, this is delegated responsibility under the authority of the County Extension Director.

The unit may receive funds by virtue of its own fund-raising enterprises or from other sources such as gifts or bequests from individuals, organizations, or businesses. The treasurer has the responsibility for recording, disbursing, depositing, and properly accounting and classifying the unit funds. 4-H funds should not be co-mingled with other funds, such as private, business or other institutional funds.

Budget management is a primary responsibility of 4-H unit officers. If there are deviations from the planned budget, the officers are obligated to inform the members to be sure that there is full agreement and support or approval of any changes.

Accounting Procedures for 4-H Units

Books and Financial Records

Most banks today use automated deposit techniques that result in a computer generated deposit receipt. Those receipts must be kept to document the deposit and verify bank statements. If the bank is not yet automated, bank deposits should be noted in the appropriate passbook for each account and dated and initialed by the teller.

Procedure for Handling Funds

County 4-H Club (Unit) Accounts

Checkbook: The most common type of checkbook is one which has a stub for noting the number, date, amount and item or purpose for which the check is drawn, as well as a place for noting deposits. This helps identify the check with the bill paid. The original bill is kept in the treasurer's files as evidence in support of payment. The canceled check, properly inscribed, can serve as a receipt. An alternative checkbook used today, would be a one-write check system that records the information as a duplicate as you write the check. Cost per check is usually higher, but insures that the important information is captured.

Ledgers: Ledgers will provide for separate entries of receipts and disbursements. Entries are made in the calendar order in which they occur. Pages are divided into columns, each titled with the descriptive heading appropriate to the items listed under income and disbursements. Additional heading for funds should be established as appropriate in order to separately account for funds from different sources and expenses by different category or for different purposes. Units using the 4-H Treasurer's Book meet these requirements.

Bank Statements: These are a record of deposits, withdrawals, fees paid and interests earned on a monthly basis. The balance shown on each statement should be reconciled with the unit's balance monthly. Treasurers should note discrepancies and check with the bank within one week of receiving the statement.

Other Necessary and Supporting Records: These include bills, receipts, canceled checks, and written authorization for disbursements not covered in approved budget or minutes of meetings approving budget changes or special non budgeted items.

The use of personal computers and associated computerized accounting and financial report generating programs by 4-H treasurers is encouraged.

Procedure for Handling Funds

County 4-H Club (Unit) Accounts

Cashiering

Cashiering is the management, use, and accounting of all cash activities. These are some guidelines to follow when dealing with cash.

- Volunteers may accept currency, checks, money orders, cashier checks, etc. for 4-H administration, programs, events, and activities. Checks should be made out to the particular 4-H club and not to any individual. Checks and money orders should be restrictively endorsed to the applicable organization immediately upon receipt.
- Each 4-H club or unit should have its own account, with an individual account number and pre-coded deposit slips.
- Individual accountability for cash must be maintained throughout all cashiering operations.
- A cash receipt (pre-numbered receipts are preferred) must be issued for each individual collection of cash. All cash receipts should be accounted for.
- In some cases, it might not be practical to issue a cash receipt. In those cases, collection of funds should be documented by a Statement of Cash Collections to be filled out daily. The statement should indicate who collected the money, total funds collected (attach cash register tape) and the name of the banking institution where funds will be deposited. After the funds are deposited, the deposit receipt should be attached to the statement of cash collections.
- Statements of Cash Collections must be signed by two individuals, one of whom is an unrelated adult. The receipts should be turned over to the treasurer.
- To ensure the safe handling of currency and to protect the individuals (youth or adult) handling the cash, where practical, funds should be deposited daily or turned over each day to the treasurer to deposit.
- Treasurers are required to make deposits of funds received within one week and are encouraged to

Procedure for Handling Funds

County 4-H Club (Unit) Accounts

make daily deposits. If, under certain circumstances, deposits cannot be made daily or turned over every day to the treasurer, the funds should be receipted daily and kept in a secure place overnight.

- On rare occasions, a petty cash fund may be needed for miscellaneous items. However, the use of petty cash is not encouraged and should not be used as a substitute for sound planning and budgeting. Petty cash should be reconciled, at the minimum, on a monthly basis. In petty cash allotments, the cash plus the cash receipts for expenditures should equal the initial authorized amount. All petty cash allotments should be entered in the general ledger as petty cash along with the person's name to whom the small amount of cash is issued.
- If 4-H funds are stolen, the theft must be reported to the nearest police office immediately. A copy of the police report should be given to the extension office and the county extension director as soon as it is available.

Audits

4-H units are required to prepare an annual audit. This is a provision for an examination and audit of financial statements, fund balances, assets, and the established accounting system, independent of the 4-H treasurer or others involved with finances, to assure the accuracy of information, the existence of assets and the reliability of the financial data. Audit reports assure the organization's membership as well as Extension faculty responsible for authorizing use of the 4-H name and emblem that private funds are being handled properly.

Who Performs Audits of 4-H Club Accounts?

A person (or two) who has not been involved in handling the accounts should complete the audit. Each 4-H unit is responsible for assuring that its financial statements and related books and records are audited or reviewed on an annual basis. A copy of the unit's audit or peer review report must be on file at the local Cooperative Extension office. The completed audit report can be documented into the 4-H Blue Ribbon Enrollment and Club Database System (club screen).

Procedure for Handling Funds

County 4-H Club (Unit) Accounts

It is recommended that an audit committee, appointed by the County Advisory Committee and approved by the County Extension Director, be established to oversee the conducting of audits for all units under the jurisdiction of the county 4-H extension office. A CPA is not needed unless accounts are large and complex.

There are certain circumstances where it would be acceptable to use a peer review committee over a formal audit by an independent CPA.

- When past audit results have not found any significant accounting errors, internal control weaknesses or accounting system problems.
- When the extension agent and/or county director is satisfied by the results of previous audits or reviews.
- When the structure of the organization, system of internal controls, and separation of duties related to the handling of cash and other assets are adequate.
- When the financial statements present fairly the financial position of the organization.

Audits may be performed if there has been a change in the treasurer during the course of the fiscal year and any time the county extension director deems it desirable to have an audit. An independent audit, however, should be performed if there are suspected irregularities related to financial activities.

Procedure for Handling Funds

County 4-H Club (Unit) Accounts

What Should the Audit Report Include?

At a minimum the audit report should include:

- beginning balance
- total income
- total disbursements
- ending balance
- the balances should be reconciled with printed bank records
- a statement that the records have been reviewed and found to be handled in keeping with established organization budget goals and policies
- signature of auditor(s)
- signature of Extension faculty member who has received and accepted report.

What Happens to the Audit Reports?

The audit report should be distributed to the 4-H organization's officers or executive committee members. Then, the results should be distributed to the membership. The Extension Agent who has authorized use of the 4-H name and emblem for that group should also receive, review, and accept the auditor's report. Normally, this will be the county 4-H coordinator and/or county extension director. On an annual state basis, the county extension director will forward documentation to Extension Administration that all 4-H organization annual audits have been completed and received.

In some cases, donors or potential donors may ask for a copy of the audit in support of a major proposal.

Procedure for Handling Funds

Fund-raising

Guidelines for 4-H Fund-Raising

All 4-H units should prepare an annual program budget to establish allocation of financial resources to fulfill program needs. To support a wide variety of 4-H programs, the volunteer organizations must raise private funds. Corporate and individual donors are more likely to support groups they know or that are visible in the community. Groups looking for additional funding should follow these steps:

- Have a viable plan for the use of the funds.
- Have a reputation within the community for organizational and fiscal responsibility.
- Ask for donations of money.

All methods of fund-raising by 4-H units are subject to the provisions of this section. All other individuals and organizations wishing to raise funds for 4-H must obtain the approval of the County Director or the Director of Cooperative Extension or designee, before they can use the 4-H name and emblem to solicit funds.

Authorization to use the 4-H name and emblem is the responsibility of the Assistant Dean for 4-H Youth Programs working in cooperation with each District Director, County Director, or designee, who is then responsible for authorizing the use of the 4-H name and emblem within her or his jurisdiction. All methods of fund-raising must comply with the general fund development guidelines. District and County Directors are responsible for reviewing fund-raising activities and assuring their compliance with applicable policies.

Funds raised by 4-H units must comply with the following basic principles:

- Any raising or use of funds by a unit must be to further the research and educational goals of 4-H.
- A membership fee or dues cannot be a requirement for enrollment in the 4-H Youth Development Program in Florida. However, insurance costs and other charges incidental to program participation

Procedure for Handling Funds

Fund-raising

may be required to defer the costs for specific programs or activities.

- All fund-raising activities in support of the 4-H Youth Development Program must conform to the following regulations:
 - 1) Fund-raising activities, for cash or goods and services, must conform with applicable federal and state laws and local ordinances.
 - 2) Federal laws regarding the use of the 4-H name also applies in these activities. Pertinent federal rules and regulations governing the use of the 4-H name and emblem published in the Federal Register March 17, 1987, must be followed. For more information of policies regarding use of name and emblem see other sections of this handbook or the 4-H website.

What is “quid pro quo” and Its Relationship to Fund-Raising Events?

Definition: “quid pro quo” is a payment made partly as a contribution and partly for goods and services provided to the donor by a charity.

An example of quid pro quo contribution is where the donor pays a charity \$100 to attend a dinner event. The market value for the food and entertainment is \$40. This amount is NOT what the charity pays or the food and entertainment but rather the market value of those items. Accordingly, \$60 would be a tax-deductible gift. An additional example is where a donor is promised a specific item in exchange for a gift, e.g. for each \$100 contribution the donor will receive a \$25 alumni directory; this results in a \$75 gift.

Procedure for Handling Funds

Gifts and Endowments

Gift and Endowment Funds

- In general, the donated funds are classified as gifts when the following characteristics exist:
 - the intent is to make a charitable contribution;
 - the donor does not impose contractual requirements;
 - funds are awarded irrevocably.

- An endowment fund is a fund whose donor has stipulated that the fund principal must remain inviolate and that only the income from the donors gift may be expended.

- Any proposals of significant gifts, gifts given with restrictions, or gifts proposed as endowments, unless governed by a specific Memorandum of Understanding, must be reviewed by the County Director.

- Gifts and endowments may be given directly to the University of Florida Foundation by private individuals, groups, agencies, or foundations for 4-H. These fund may be restricted to county 4-H programs of the donor's choice.

- Both gift and endowment funds may be earmarked for specific purposes, i.e., an electric project, a guide dog project, 4-H scholarships, but are administered by Cooperative Extension in accordance with University policies and procedures.

Procedure for Handling Funds

Grants

Grants As a Source of Program Funds

It is essential to understand grants and their purposes. A grant is money given in return for action promised. The grantor agrees to give a specified amount on the condition that the money will be used for a designated purpose.

Grants are a one time donation to start a specific project or program. Most grants are given with the assumption that after a project or program is started, funds from other sources will be available to continue the program. Very few grants are renewable, especially those given by private organizations or foundations. Often, for time invested, it is more profitable to pursue renewable resources rather than grant money. Grants can play a vital role in initiating new programs or helping maintain a current program for a short period of time until more permanent funding can be obtained. If grant funding seems to be the most practical way to initiate a program or project do not hesitate to pursue the opportunity.

It is to the advantage of your 4-H program to develop the following characteristics in order to enhance it chances of receiving support:

- The 4-H program has matched closely the project or program to be funded with the areas of interest of the foundation from which the assistance is sought.
- The 4-H program is a 501(c)3 tax exempt non profit organization. This is required, with few exceptions.
- The 4-H program, or its leadership, has a good record and enjoys a strong support from its constituencies.

Procedure for Handling Funds

Grants

- The 4-H Program is able to demonstrate on paper its expertise, experience, and ability to carry through a project.
- The 4-H Program follows sound management practices, including standard budgeting and accounting practices; has an active and broadly representative advisory council.

The following criteria should be used in determining the acceptance and administration of funds.

- Federal and state funds allocated by the U.S. Department of Agriculture (USDA) and the State of Florida to support the 4-H Youth Development Program will be managed by the University in accordance with state and federal policies.
- The County Board of Commissioners of each cooperating county provides, under the permissive authority granted by the State Legislature, for the local maintenance and operation of Cooperative Extension work in that county. All expenditures are made in accordance with county fiscal procedures.
- Grants or contracts from federal, state, or other external agencies for applied research projects and training or demonstration projects must be processed and administered by the University Contracts and Grants Office. 4-H units may not commit themselves or the University to any contractual obligations.
- External funds supporting action, training, demonstration, or applied research projects in which an agent has principal investigator or project director status must be processed through the University Contracts and Grants Coordinator and administered by the District Director, regardless of the source.

4-H Foundations

The Florida 4-H Foundation is a Direct Support Organization that functions as an official support group to raise funds on behalf of local and statewide priority 4-H Youth Development Program needs.

Establishing and Maintaining a County 4-H Foundation

County 4-H foundations can be established to raise funds on the county level. Before establishing a county foundation, the following statement should be considered. Establish a foundation if no other active county 4-H organization can serve the same purpose.

To establish a 4-H foundation, one must understand the definition of a foundation and the different types of foundations. The National Foundation Center defines a foundation as “ a non-governmental, non-profit organization with funds and programs managed by its own trustees and established to maintain or aid social, educational, charitable, religious or other activities serving the common welfare, primarily through the making of grants.” Excluded from this definition are organizations which bear the name “Foundation”, but whose primary purposes are other than the awarding of grants, such as making general appeals to the public for funds; aiding one or several named institutions; or functioning as an endowment set up for special purposes within colleges, churches or other organizations, and governed by trustees of the parent organization. The 4-H foundation is described in this exclusion and its mission is well defined.

There are several steps to be followed when establishing a foundation to ensure correct management of the program and funds.

- Seek assistance from your County and District Extension Director and State 4-H Office.
- Get copies of articles of incorporation and by-laws as guides.
- Involve and obtain commitments and support from the county 4-H advisory committee. This group should review the first draft of the by-laws both for understanding and for suggested changes.

4-H Foundations

The county extension agent's role in the foundation is in an ex officio capacity.

- Consult with and involve county attorney's office (or other friendly legal counsel) in order to keep the corporation within legal bounds of Florida Law.
- Select, appoint, and secure a Board of Directors. Suggestions of persons to serve on the board of directors would be county commissioners, local bankers, local business and organization representatives.
- Write the Articles of Incorporation and the By-Laws. Examples of these documents have been provided.
- File for the Not-For Profit charter with the Secretary of the State.
- Secure the corporate seal.
- Hold regular meetings.
- Maintain an active Board of Directors.
- Budget for program needs as defined by the County 4-H Advisory Committee. (County foundation does not determine the county youth programs.)
- Set fund-raising goals and structure to reach goals.
- Complete the IRS-990 tax return annually if total annual receipts are normally over \$25,000.
- Provide for an annual audit by a CPA or a professional accountant.

Agent Responsibility with Foundations

No agent may serve as a member or officer. Agents should assume the responsibility of:

- insuring that the foundation board meets regularly;
- the foundation's membership is composed of the community's top leadership;
- the foundation has built-in continuity to maintain strength and position when its leadership is weak or when agents change; and

4-H Foundations

- insuring communication between needs of the youth program (as determined by advisory council) and the programs for which the Foundation intends to raise funds.

Maintaining an Existing 4-H Foundation

As a new agent in a county, you may have a Foundation but not have all the knowledge or files you need. Here are the often asked questions in these circumstances and answers to direct you to the next step.

How do I know if the Foundation is incorporated?

If incorporated, you should have copies of your original incorporation documents. Another place to check is your Nonprofit Corporation Annual Report which must be completed and filed each year with the Florida Secretary of State. The fee is currently \$61.25. If you have made a payment for that amount, your incorporation is up-to-date.

What if I can't find any incorporation papers and I haven't paid the fee for the current year?

Probably you have let the incorporation lapse, and the foundation will have to apply for incorporation again.

Does a county foundation have to be incorporated to accept donations?

No. Fund-raising on the county level fall under the "umbrella non-profit" status established through the original IRS ruling of February 9, 1973.

Then why incorporate?

It comes down to a matter of public perception. The umbrella status is difficult for most donors to understand because they are not many organizations functioning this way. There are several thousands registered non-profits in Florida, so most donors are used to giving money to an incorporated non-profit.

What's an EIN number and why do we need one?

The Employer Identification Number is to a non-profit like a social security number is to an individual. The non-profit needs the EIN to file the Form 990, and any employee related forms. The EIN is needed in order to establish a bank account.

Can a club in the county use the county foundation's Employer Identification Number?

No. Just as you would not allow someone else to use your social security number to do business, the EIN is specific for only one entity.

Tax Exempt Status

Federal Income Tax

The Internal Revenue Service, in a ruling letter of February 9, 1973, recognized the tax exempt status of 4-H units and affiliated 4-H organizations which are organized and operated under the auspices of Cooperative Extension. This guidance and oversight must be in keeping with the regulations governing the use of the 4-H name and emblem, and be in accordance with the policy statement in Chapter XI, Section 8.2 of the Federal Administrative Handbook for Cooperative Extension work.

Current IRS publications covering tax-exempt status should be reviewed annually for details on reporting requirements and changes in the code.

A publication for use by Cooperative Extension personnel to interpret the authorization is USDA Program Aid Number 1281, *Tax Exempt Status of 4-H Organizations authorized to Use the 4-H Name and Emblem*, revised May 1993. A copy of this publication is available in the appendix and always obtain the most current by going to the Florida or National 4-H website.

Florida Sales Tax Exemption

A Florida non-profit may apply to the Florida Department of Revenue to receive a certificate of exemption from sales taxes on things purchased that further the mission of the non-profit.

How Is a Sales Tax Exemption Acquired?

You must apply through the Florida Department of Revenue. A form DR-5 must be completed. The process takes several weeks. This certificate must be renewed periodically.

Use of a Sales Tax Exemption

The best way to use this exemption is to establish a charge account with any companies you do business with on a regular basis. They will ask for a copy of your certificate. The exemption can only be taken when you pay the company with an authorized check from your foundation/county account.

Tax Exempt Status

What if a volunteer goes to local business and buys paper supplies for the 4-H Banquet, can he/she write a personal check and use the sales tax exemption?

No. The exemption is only good when materials are purchased with a foundation/county/club (whatever entity has filed and received a certificate of tax exemption) check.

Can a 4-H club use the county foundation's sales tax number?

No. This is illegal. The sales tax exemption is valid only for the entity that specifically applies for it. The only case in which this would be a possibility is if the 4-H clubs have sub-accounts within the county foundation and in this case the entity is the foundation. Under this condition, the same principle applies as in the above situation. All purchases must be paid for with monies of non-profit entity - not individual. The Florida Department of Revenue will penalize any organization sharing a sales tax exemption number.



INTERIM GUIDELINES FOR LOCAL BANK ACCOUNTS IN COUNTY EXTENSION OFFICES

1. Purpose

- a. The purpose of this memorandum is to provide guidelines to county faculty and advisory committees regarding procedures that County Extension Offices should follow for handling money (checks, cash, credit or other financial instruments) associated with programs, sales or services provided under the auspices of the University of Florida Cooperative Extension Service.

2. Procedures

- a. In each county the County Extension Director (CED), on behalf of the University of Florida Cooperative Extension Service, is responsible for monitoring the generation, collection and expenditure of funds associated with the local Extension program, and for ensuring that proper fiscal procedures are followed to manage these items. All funds associated with the Extension local program shall be subject to this policy.
- b. Each CED is required to assign responsibility for its local accounts to advisory committees or other Extension related organizations for fiscal management of Extension related bank accounts.
- c. The following sources of revenue and their associated expenditures are examples of the types of projects that fall under this guidance:
 - i. Donations and gifts
 - ii. Fees for educational programs (supplies, refreshments and etc)
 - iii. Newsletter subscriptions
 - iv. Fees collected at shows, expos, fairs
 - v. Fees for soil and water testing
 - vi. Sale of UF/IFAS publications
- d. Procurement of Banking Services
 - i. Bank account

All bank accounts must be established with a federal identification number and reported to the District Extension Director. Banks accounts operating under a social security number must be converted to comply with the aforementioned requirement. Bank accounts must be established under advisory committees or not-for-profit corporations. Account names must include the county name and the words, "Extension Program

Account”

**INTERIM GUIDELINES FOR LOCAL BANK ACCOUNTS IN COUNTY EXTENSION OFFICES
(CONTINUED)**

- ii. Financial Reviews
 - (1) Fiscal Year--The fiscal year for all county accounts shall be from January 1 to December 31.
 - (2) Reports--Each county will be responsible for submitting a balance sheet of the account's yearly activity 30 days after the close of each fiscal year.
 - (3) The books and records pertaining to the account shall be reviewed annually by the oversight committee or other acceptable audit authority, such as the County Auditor or a local CPA.
 - (4) Quicken or Quicken compatible software shall be used to maintain all local accounts.
 - (5) Quicken accounts should be password protected.

- iii. Receipts--Income receipts are required. Pre-numbered receipts including date, customer name, reason for receipt, amount received, type of transaction (cash, check or credit card), name of receiving party and the signature of the person receiving the funds are required for every transaction. Where feasible a separation of duties should be maintained with regard to deposits and check writing.
 - (1) Cash Handling and Deposit procedures
 - (a) Collections on hand should not exceed \$500. Deposits should be made within one business day when collections exceed this amount. Should collections include credit card or debit/ATM card transactions a deposit should be made on the next business day.
 - (b) All other collections shall be deposited no less frequently than weekly.
 - (c) The only exception to these policies is that all collections are to be deposited at the fiscal-year end regardless of amount.
 - (2) Receipt books shall be retained as permanent records.

- iv. Disbursements-- All disbursements should be fully documented to provide an acceptable audit trail. Original invoices, receipts and sales slips shall be part of the documentation for making expenditures from the account. The documentation will be kept on file for review until all final reports have been submitted at the end of the fiscal year.
 - (1) Checks must not be signed by a county faculty member.
 - (2) Advisory Committee members should be signatories on Extension Accounts.
 - (3) Checks greater than \$500 must be signed by two people.
 - (4) Checks must be numbered and all voided checks must be kept.
 - (5) The CED is responsible for monitoring signature authority on the local county accounts.

INTERIM GUIDELINES FOR LOCAL BANK ACCOUNTS IN COUNTY EXTENSION OFFICES

(CONTINUED)

v. Bank Statements and Reconciliation

- (1) Monthly bank statements must be reconciled within ten days receipt from the bank.
- (2) Reconciled statements should be presented at the scheduled meetings of the responsible advisory committee.

e. Exceptions for local county regulations

Certain local county governments have fiscal policies for handling funds and are willing to process all local Extension funds through county accounts. To the extent that the University agrees to abide by all such fiscal policy guidelines and requirements of the county government in a particular district, said policies shall replace the foregoing policy. This option must be approved by the University administration on a case-by-case basis.

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APPENDIX B

REQUEST FOR CLUB CHARTER



Due: _____

_____ County Cooperative Extension Service
(address) _____
(telephone) _____

Name of Club: _____

Type of Request: Establishment of a new club
 Continuance of: _____
(Name of Club)

Name of Club Leader: _____

Purpose of Club: to carry out a continuous 4-H club program serving the needs of youth in _____ County.

AGREEMENTS:

I understand that if this club disbands during my leadership, all property and funds of this club or group shall be returned to the County 4-H Program Leader. If the group continues, it shall be turned over to the new club leader.

It is the policy of _____ of the _____ County.
(Club Name) (County)

Extension Service, 4-H & Youth programs, that all persons shall have equal opportunity and access to its programs and facilities without regard to race, color, religion, gender, sexual orientation, national origin, or disability.

Number of youth enrolled in this club: _____ Black _____ Hispanic _____ White
_____ American Indian _____ Asian/Pacific Islander

Club Leader: _____
(signature)

Date: _____

** The approval below will be granted upon receipt of this form for all clubs with minority enrollment. Clubs not meeting this requirement will be notified and will be required to conduct A1 Reasonable Efforts between the dates of September 1st and December 31st.

OFFICIAL APPROVAL FOR 4-H CLUB OR GROUP

On the basis of the above purposes, and having fulfilled the Affirmative Action requirements, the _____ is authorized to use the 4-H name and emblem in connection with its program and activities and is considered an official 4-H club of the Cooperative Extension Service.

Signed: _____ County 4-H Program Leader

APPENDIX B

REQUEST FOR CLUB CHARTER



Due: _____

_____ County Cooperative Extension Service
(address) _____
(telephone) _____

Name of Club: _____

Type of Request: Establishment of a new club
 Continuance of: _____
(Name of Club)

Name of Club Leader: _____

Purpose of Club: to carry out a continuous 4-H club program serving the needs of youth in
_____ County.

AGREEMENTS:

I understand that if this club disbands during my leadership, all property and funds of this club or group shall be returned to the County 4-H Program Leader. If the group continues, it shall be turned over to the new club leader.

It is the policy of _____ of the _____ County.
(Club Name) (County)

Extension Service, 4-H & Youth programs, that all persons shall have equal opportunity and access to its programs and facilities without regard to race, color, religion, gender, sexual orientation, national origin, or disability.

Number of youth enrolled in this club: ___ Black ___ Hispanic ___ White
___ American Indian ___ Asian/Pacific Islander

Club Leader: _____
(signature)

Date: _____

** The approval below will be granted upon receipt of this form for all clubs with minority enrollment. Clubs not meeting this requirement will be notified and will be required to conduct A1 Reasonable Efforts between the dates of September 1st and December 31st.

OFFICIAL APPROVAL FOR 4-H CLUB OR GROUP

On the basis of the above purposes, and having fulfilled the Affirmative Action requirements, the _____ is authorized to use the 4-H name and emblem in connection with its program and activities and is considered an official 4-h club of the Cooperative Extension Service.

Signed: _____ County 4-H Program Leader

DUTIES OF THE TREASURER

The 4-H county or unit treasurer has the responsibility of handling the organization's funds. Duties include, but should not be limited to:

- Keeping accurate financial record, copies of invoices, bills, etc., relating to the funds and property of the 4-H unit, accounting fully for all receipts and expenditures.
- Receiving, recording and depositing all funds in a regulated bank or similar financial institution to the account established for the particular 4-H unit.
- Paying bills or making other authorized expenditures provided for in the budget or otherwise approved by the governing board.
- Furnishing financial reports annually at year end and at such times as required by the extension office and county director. Financial reports should include a Statement of Financial Position (balance sheet), a Statement of Revenues and Expenses (income statement), and a list of tax identification numbers used by the 4-H unit.
- Reconciling the cash in the bank per the General Ledger to the bank statements monthly.
- Acting as custodian of all funds and personal property of the 4-H unit and keeping a current list of all such property.
- Preparing all financial records for an annual audit or peer review.
- Participating periodically as a peer review team member during the financial review of neighboring counties.
- Preparing and filing all reports required by federal, state, and local governmental agencies.
- Participating in annual training of 4-H unit, group, and project treasurers. Such training should be designed to teach 4-H youth treasurers and other youth officers how to assume responsibly for preparation of budgets, for raising funds, and for maintaining their individual 4-H unit accounting records. The accounting records should be kept in a standard way, such as outlined in the official 4-H Club Treasurer's Handbook.

APPENDIX D

FUND-RAISING BASICS

These are basic principles to identify before beginning a fund-raising campaign.

- Identify - Know what you want and need, then communicate clearly.
- Inform - Acquiring funds is not too difficult if your organization has built trust. Trust and integrity are the result of honesty, openness, and the willingness to give complete information.
- Create Interest - This also can be a long process.
- Don't get discouraged. Develop the idea that the donor will benefit from participating.
- Involve - Involvement is the prime ingredient of commitment. Commitment will promote a sense of belonging and enhance the possibility of long term participation.
- Invest - Be sure you have the details to support the amount of your request. The investment of a little more time at the beginning will save time from redoing the request. The result will be that the donor will be willing to invest more money for the project or program.

Each individual county may have to work out a resource development process to fit its unique situation. The following is an example of a resource development process.

- The Need - program, goals, needs and ideas, priorities
- Case Statement - justification, budget
- Plan of Action - organization, action, prospect research, draft proposal, review, final proposal, submit to prospect
- Review - prospect review: Rejection - go back to plan of action: Approval - move on to management
- Management - acknowledgments, thank you letters, implementation, donor services - visits, news releases, contacts, reporting, involvement

Before starting your fund-raising efforts, you need to know three things:

- Knowing the cause - means knowing the facts behind this particular appeal: why the money is needed, why it is needed now, what it will be used for and what it can accomplish.
- Knowing your prospects - is not the same as recognizing the name on the list. You must know the person's interest and his/her relationship to the cause for which you will ask the person's support.
- Knowing what to ask for - is the payoff. Each person that is to be called on should be analyzed as to how much you feel they can give.

APPENDIX E

WRITING A GRANT PROPOSAL

Most foundations do not require, nor do they want, a lengthy proposal as the first means of contact. Some foundations prefer one to ask for their application forms either by phone or letter, others prefer a letter and summary first, while smaller foundations may prefer some personal contact before any written proposal is submitted. However, all programs or projects should be written in proposal form, since it may be required later and it enables the grant seeker to thoroughly think through the programs or project.

When writing a proposal, the following should be kept in mind:

- Write as simply and clearly as possible. Avoid using slang or phrases that are not commonly understood or that could be easily misunderstood.
- Keep the proposal as short as possible while still maintaining the substance. Remember to try to match your interests with those of the foundation.
- Avoid broad or sweeping statements. Issues, problems, and needs should be stated as accurately and factually as possible.
- Test the proposal on others not familiar with it before submission.
- Be prepared to rethink and rewrite the proposal.

Proposal styles and formats may vary from one source to another. The following is one guide to writing a proposal:

- **Cover Letter -**
The proposal should be accompanied by a one page cover letter that conveys in simple terms the name of the program and its purpose, amount requested, period of the program or project, and name of the contact person. The letter should be signed by the County Extension Director and the agent who coordinates the program involved.
- **The Proposal -**
Many foundations do not require elaborate and detailed proposals, particularly smaller foundations. In some cases, an expanded letter may be all that is required. Other situations may call for a proposal summary or an elaborate and detailed proposal with a summary attached to the front. Many larger foundations also have their own application forms and may or may not require a narrative proposal. In general, the following elements should be found in a proposal no matter what form it takes.

An introduction that describes the Cooperative Extension Service, and 4-H programs in particular establishes its program as unique and credible, describes the purpose of the proposal and what is expected to be accomplished, and identifies who or what is to benefit.

- **A Statement of the Problem or Needs -**
This relates directly to what is expected to be accomplished. This section must justify factually and demonstrate one's expertise about the need and consequences if the problems or needs are not addressed and how foundation funding will benefit the program or project.
- **A Statement of Expected Accomplishments -**
This is generally thought of as goals and objectives. The expected accomplishments should be something the agency or organization can do and something that can be verified by data collection or case examples.
- **A Description of the Program's Operation -**
This is a description of how one intends to implement a program. It should be the substance of how the program

or project will operate and the methods or techniques one intends to use to achieve the proposed accomplishments. Included would be descriptions of personnel positions, levels of supervision, tools to be used, pamphlets, courses, etc.

Some description of how the program will be evaluated should also be included. Depending on the length and complexity of the evaluation this may be a separate section. The description should include both how the program or project will be monitored to ensure that it is moving toward its proposed accomplishments and how it will be evaluated at the end to determine what has been accomplished and this matches that which had been proposed. This may mean descriptions of record keeping, surveys, tape recordings, etc.

- **A Schedule -**
The program or project should be broken down into a schedule of events, a timetable, or a chart to give a clearer idea of how and when key events of the program or project will occur.
- **A Program Budget -**
This portion of the proposal should break down the total budget into specific items. A narrative description should precede the itemized budget explaining budget figures that are not self explanatory or that are unusual. The itemized budget should be as detailed and accurate as possible. Checking with other similar organizations or agencies on “going rates” of salaries, benefits, rental space, etc. can be one place to start. Any significant “in kind” donations or matching funds should also be spelled out.
- **Future Activities/Funding -**
Since foundation funding is usually time limited (it should be noted that most foundations do not underwrite continuing operating expenses), some explanation should be given of expected funding after the grant period has been completed. Any arrangements completed or in process for the continuation of the program, should be explained.
- **Attachments - Proposals will be enhanced by the following items:**
 - Resolution or statements from the Board of Directors and/or Advisory Committee supporting the proposal.
 - Statements from the Internal Revenue Service confirming the organization’s 501 tax exempt status
 - Annual report
 - Special letters of support
 - News clippings
 - Copies of awards, picture or other documents lending support to the proposal
 - Resumes of staff to be utilized in program summary of the proposal process



4-H Fund Raising and Financial Management

“There should be a clear organizational structure within the county 4-H program upon which the fiscal responsibility and accountability are placed.”

How is 4-H Funded?

The 4-H Program is supported through both *public* and *private* funds at the county, state and national levels. The public funds that the 4-H program receives from the county, state and the federal government provide the salary and support of personnel. These sources do not adequately support the educational programs and activities of the county program. Funds must be secured from private resources to augment the county 4-H educational programs and activities for youth.

Who has Responsibility for Fiscal Management?

The 4-H Program is a major educational effort that is central to the mission of the Florida Cooperative Extension system. This means that the University of Florida, Institute of Food and Agricultural Sciences, has overall responsibility in the support of the 4-H Program. Any 4-H organization, at any level within the state, is accountable to the University of Florida and the USDA and is obligated to follow the policies and procedures established by Cooperative Extension Service to document activity in accordance with laws and regulations and to demonstrate an ability to handle funds properly.

The complexity of the 4-H Program requires the clarification of the responsibilities that faculty, volunteers and 4-H units (generic term for all 4-H clubs or county-wide advisory committee, councils or 4-H Foundations) have when handling funds that are in any way related to the 4-H Youth Development Program.

The 4-H Advisory Committee provides overall direction to the county 4-H program and should also provide leadership in the development

of the county budget to meet established goals. This committee, or a finance sub-committee, may be the primary fund-raising group for your county program and thus has been delegated a fiscal responsibility and accountability. Or, in some cases, you may have a county 4-H Foundation who is charged with the fund-raising mission for the 4-H program.

This series of 4-H volunteer fact sheets provides the procedures and gives explanations of how to properly handle public and private funds for the 4-H Youth Development Program.

Procedures for Handling 4-H Club (Unit) Accounts includes:

4HVO FS2	Guidelines for Creating Accounts
4HVO FS3	Rights and Responsibilities
4HVO FS4	Audits
4HVO FS5	Guidelines for Fund-Raising
4HVO FS6	Establishing and Maintaining a County Foundation
4HVO FS7	Tax Exempt Status of 4-H Units
4HVO FS8	Duties of the 4-H Treasurer



Procedure for Handling 4-H Club (Unit) Accounts

4-H Unit: An identifiable group of youth, sanctioned by Extension, organized to have similar learning experiences, eg. Club, classroom of students, a camp session, and after-school or special interest group.

How Are 4-H Club (Unit) Accounts Created?

There are several different ways in which 4-H accounts for individual clubs(units) have been established historically in Florida. They may be classified as sub-accounts in the County 4-H Foundation or each individual 4-H club may have its own account.

Regardless of the county method, there are some universal policies, guidelines and procedures that need to be followed in either maintaining accounts or establishing new accounts as new units are created.

Establishing A 4-H Club Account

The first initial step is the authorizing or “chartering” of 4-H county or local units. Clubs must be chartered to be eligible for an account with the authorization to use the name and emblem.

All 4-H Clubs which receive/expend funds, and which are organized on either a formal or informal basis, should have some type of written evidence that recognizes them as part of the 4-H program conducted by the CES. An annual application of continuance of the club charter, reminding unit leaders of program and fiscal accountability, should be completed.

The 4-H Charter (or other documentation) authorizing a volunteer- managed- organization to carry out a program of youth activities using the name and emblem also authorizes the club to establish one (1) checking/savings account for its activities. Additional accounts require special approval from the County Extension Director.

All individual 4-H clubs operate under the authority and jurisdiction of their respective County Extension Director.

While accounts can be handled within the extension office, NO 4-H faculty, specialist, or county staff member or 4-H leader’s name should appear on any checking or savings account of a 4-H club or program.

Proper use of the 4-H name and emblem must be abided by in all fund-raising and account management activities. County 4-H units, individual 4-H units, and their leaders and members are accountable for all funds raised by them or in their name. This includes responsibility for how funds are used and protecting balances from misappropriation. To insure this, an annual financial statement must be prepared which includes details on income and expenditures for any 4-H unit authorized to use the 4-H name and emblem.

Recommended Guidelines for Managing 4-H Club Accounts

Each county Extension 4-H agent is responsible for overseeing the handling of treasuries and fund-raising activities by 4-H units, 4-H members, 4-H leaders, and parents. Any 4-H unit authorized to have a treasury or participate in fund-raising activities should be required to meet the following requirements for good accountability. Additional or customized reporting procedures may be established by a County Extension Advisory Committee as approved by the county director.

- A 4-H unit that plans to maintain more than \$25 in funds must establish its own savings and/or checking account. The extension 4-H agent can authorize establishment of an account. Accounts should be set up so that they require two signatures from unrelated people.
- All bank accounts must be established with a federal identification number and reported to the County Extension Office. No account held in the name of 4-H should use the name of a 4-H member or leader nor should a Social Security number of an individual be used in lieu of the appropriate tax identification number. Any accounts currently operating under a social security number must be converted to comply with aforementioned requirements.

If 4-H clubs have sub-accounts under one County 4-H Program/Foundation account then individual 4-H units within the county are not required to apply for individual identification numbers. Under these conditions the County Extension Office must maintain account procedures according to Extension policies.

- Account names must include the club name and "4-H Club".
- Before beginning any type of 4-H fund-raising activities for the program year, the method of fund-raising and intended use of funds must be included in the annual budget proposal, then reviewed and approved by the

- County Extension Director or appointed designee.
Note: Raising funds with no specific 4-H program or purpose in mind is not allowed.
- If a 4-H unit intends to conduct a fund-raising event to raise more than \$100, they must file an intent with the CED, or designee, indicating the type of activity and purpose for which the funds are being raised.
- Each time the 4-H unit conducts a regular business meeting, the written record of income and expenses should be updated.
- At the end of the 4-H year, the funds remaining in a club account should not be excessive. Funds should not be accumulated for the sake of accumulating funds.

As a general rule, a beginning balance which is not designated for any specific purpose, should not exceed 110% of a club's proposed budget for the next year.

A significant aspect of the 4-H Club program is to teach the youth. Officers and members will learn how to prepare a budget, raise funds, and manage their money. Therefore, the retention of excess funds by a 4-H unit is strongly discouraged.

Resources:

The 4-H Treasurer's Book and List of duties will assist youth and their leaders in the fiscal responsibilities.

A copy of FORM SS-4 Application for Employer Identification Number can be obtained from your local IRS Office or on the web at:

www.irs.gov/forms_pubs/index.html Note: select "forms and instructions"



Procedure for Handling 4-H Club (Unit) Accounts

Rights and Responsibilities of 4-H Units for Fiscal Management

Chartered units are authorized to use the 4-H Club name and emblem for 4-H educational or informational uses. Thus, they are encouraged to plan and implement educational programs and community service projects in their community.

Units have the authority to receive private money to support the operating expenses of the 4-H Youth Development Program. All funds for these purposes, regardless of the source, should be managed and accounted for accurately. 4-H Unit members and leaders are responsible for all resources (money, equipment, property, etc.) raised, collected, or otherwise obtained and expended in the name of 4-H. Again, this is delegated responsibility under the authority of the County Extension Director.

The unit may receive funds by virtue of its own fund-raising enterprises or from other sources such as gifts or bequests from individuals, organizations, or businesses. The treasurer has the responsibility for recording, disbursing, depositing, and properly accounting and classifying the unit funds. 4-H funds should not be co-mingled with other funds, such as private, business or other institutional funds.

Budget management is a primary responsibility of 4-H unit officers. If there are deviations from the planned budget, the officers are obligated to inform the members to be sure that there is full agreement and support or approval of any changes.

Accounting Procedures for 4-H Units

Books and Financial Records

Most banks today use automated deposit techniques that result in a computer generated deposit receipt. Those receipts must be kept to document the deposit and verify bank statements. If the bank is not yet automated, bank deposits should be noted in the appropriate passbook for each account and dated initialed by the teller.

Checkbook: The most common type of checkbook is one which has a stub for noting the number, date, amount and item or purpose for which the check is drawn, as well as a place for noting deposits. This helps identify the check with the bill paid. The original bill is kept in the treasurer's files as evidence in support of payment. The canceled check, properly inscribed, can serve as a receipt. An alternative checkbook used today, would be a one-write check system that records the information as a duplicate as you write the check. Cost per check is usually higher, but insures that the important information is captured.

Ledgers: Ledgers will provide for separate entries of receipts and disbursements. Entries are made in the calendar order in which they occur. Pages are divided into columns, each titled with the descriptive heading appropriate to the items listed under income and disbursements. Additional heading for funds should be established as appropriate in order to separately account for funds from different sources and expenses by different category or for different purposes. Units using the 4-H Treasurer's Book meet these requirements.

Bank Statements: These are a record of deposits, withdrawals, fees paid and interests earned on a monthly basis. The balance shown on each statement should be reconciled with the unit's balance monthly. Treasurers should note discrepancies and check with the bank within one week of receiving the statement.

Other Necessary and Supporting

Records: These include bills, receipts, canceled checks, and written authorization for disbursements not covered in approved budget or minutes of meetings approving budget changes or special non budgeted items.

The use of personal computers and associated computerized accounting and financial report generating programs by 4-H treasurers is encouraged.

Cashiering

Cashiering is the management, use, and accounting of all cash activities. These are some guidelines to follow when dealing with cash.

- Volunteers may accept currency, checks, money orders, cashier checks, etc. for 4-H administration, programs, events, and activities. Checks should be made out to the particular 4-H club and not to any individual. Checks and money orders should be restrictively endorsed to the applicable organization immediately upon receipt.
- Each 4-H club or unit should have its own account, with an individual account number and pre-coded deposit slips.
- Individual accountability for cash must be maintained throughout all cashiering operations.
- A cash receipt (pre-numbered receipts are preferred) must be issued for each individual collection of cash. All cash receipts should be accounted for.
- In some cases, it might not be practical to issue a cash receipt. In those cases, collection of funds should be documented by a Statement of Cash Collections to be filled out daily. The statement should indicate who collected the money, total funds collected (attach cash register tape) and the name of the banking institution where funds will be deposited. After the funds are deposited, the

deposit receipt should be attached to the statement of cash collections.

- Statements of Cash Collections must be signed by two individuals, one of whom is an unrelated adult. The receipts should be turned over to the treasurer.
- To ensure the safe handling of currency and to protect the individuals (youth or adult) handling the cash, where practical, funds should be deposited daily or turned over each day to the treasurer to deposit.
- Treasurers are required to make deposits of funds received within one week and are encouraged make daily deposits. If, under certain circumstances, deposits cannot be made daily or turned over every day to the treasurer, the funds should be receipted daily and kept in a secure place overnight.
- On rare occasions, a petty cash fund may be needed for miscellaneous items. However, the use of petty cash is not encouraged and should not be used as a substitute for sound planning and budgeting. Petty cash should be reconciled, at the minimum, on a monthly basis. In petty cash allotments, the cash plus the cash receipts for expenditures should equal the initial authorized amount. All petty cash allotments should be entered in the general ledger as petty cash along with the person's name to whom the small amount of cash is issued.
- If 4-H funds are stolen, the theft must be reported to the nearest police office immediately. A copy of the police report should be given to the extension office and the county extension director as soon as it is available.



Procedure for Handling 4-H Club (Unit) Accounts

Audits

4-H units are required to prepare an annual audit. This is a provision for an examination and audit of financial statements, fund balances, assets, and the established accounting system, independent of the 4-H treasurer or others involved with finances, to assure the accuracy of information, the existence of assets and the reliability of the financial data. Audit reports assure the organization's membership as well as Extension faculty responsible for authorizing use of the 4-H name and emblem that private funds are being handled properly.

Who Performs Audits of 4-H Club Accounts?

A person (or two) who has not been involved in handling the accounts should complete the audit. Each 4-H unit is responsible for assuring that its financial statements and related books and records are audited or reviewed on an annual basis. A copy of the unit's audit or peer review report must be on file at the local Cooperative Extension office. The completed audit report can be documented into the 4-H Blue Ribbon Enrollment and Club Database System (club screen).

It is recommended that an audit committee, appointed by the County Advisory Committee and approved by the County Extension Director, be established to oversee the conducting of audits for all units under the jurisdiction of the county 4-H extension office. A CPA is not needed unless accounts are large and complex.

There are certain circumstances where it would be acceptable to use a peer review committee over a formal audit by an independent CPA.

- When past audit results have not found any significant accounting errors, internal control weaknesses or accounting system problems.
- When the extension agent and/or county director is satisfied by the results of previous audits or reviews.
- When the structure of the organization, system of internal controls, and separation of duties related to the handling of cash and other assets are adequate.
- When the financial statements present fairly the financial position of the organization.

Audits may be performed if there has been a change in the treasurer during the course of the fiscal year and any time the county extension director deems it desirable to have an audit. An independent audit, however, should be performed if there are suspected irregularities related to financial activities.

What Should the Audit Report Include?

At a minimum the audit report should include:

- beginning balance
- total income
- total disbursements
- ending balance
- the balances should be reconciled with printed bank records
- a statement that the records have been reviewed and found to be handled in keeping with established organization budget goals and policies
- signature of auditor(s)
- signature of Extension faculty member who has received and accepted report.

What Happens to the Audit Reports?

The audit report should be distributed to the 4-H organization's officers or executive committee members. Then, the results should be distributed to the membership. The Extension Agent who has authorized use of the 4-H name and emblem for that group should also receive, review, and accept the auditor's report. Normally, this will be the county 4-H coordinator and/or county extension director. On an annual state basis, the county extension director will forward documentation to Extension Administration that all 4-H organization annual audits have been completed and received.

In some cases, donors or potential donors may ask for a copy of the audit in support of a major proposal.



Procedure for Handling 4-H Club (Unit) Accounts

Guidelines for 4-H Fund-Raising

All 4-H units should prepare an annual program budget to establish allocation of financial resources to fulfill program needs. To support a wide variety of 4-H programs, the volunteer organizations must raise private funds. Corporate and individual donors are more likely to support groups they know or that are visible in the community. Groups looking for additional funding should follow these steps:

- Have a viable plan for the use of the funds.
- Have a reputation within the community for organizational and fiscal responsibility.
- Ask for donations of money.

All methods of fund-raising by 4-H units are subject to the provisions of this section. All other individuals and organizations wishing to raise funds for 4-H must obtain the approval of the County Director or the Director of Cooperative Extension or designee, before they can use the 4-H name and emblem to solicit funds.

Authorization to use the 4-H name and emblem is the responsibility of the Assistant Dean for 4-H Youth Programs working in cooperation with each District Director, County Director, or designee, who is then responsible for authorizing the use of the 4-H name and emblem within her or his jurisdiction. All methods of fund-raising must comply with the general fund development guidelines. District and County Directors are responsible for reviewing fund-raising activities and assuring their compliance with applicable policies.

Funds raised by 4-H units must comply with the following basic principles:

- Any raising or use of funds by a unit must be to further the research and educational goals of 4-H.
- A membership fee or dues cannot be a requirement for enrollment in the 4-H Youth Development Program in Florida. However, insurance costs and other charges incidental to program participation may be required to defer the costs for specific programs or activities.
- All fund-raising activities in support of the 4-H Youth Development Program must conform to the following regulations:
 - 1) Fund-raising activities, for cash or goods and services, must conform with applicable federal and state laws and local ordinances.
 - 2) Federal laws regarding the use of the 4-H name also apply in these activities. Pertinent federal rules and regulations governing the use of the 4-H name and emblem published in the Federal Register March 17, 1987, must be followed.

What is “quid pro quo” and Its Relationship to Fund-Raising Events?

“quid pro quo” is a payment made partly as a contribution and partly for goods and services provided to the donor by a charity.

An example of quid pro quo contribution is where the donor pays a charity \$100 to attend a dinner event. The market value for the food and entertainment is \$40. This amount is NOT what the charity pays or the food and entertainment but rather the market value of those items. Accordingly, \$60 would be a tax-deductible gift. An additional example is where a donor is promised a specific item in exchange for a gift, e.g. for each \$100 contribution the donor will receive a \$25 alumni directory; this results in a \$75 gift.

Gift and Endowment Funds

- In general, the donated funds are classified as gifts when the following characteristics exist:
 - the intent is to make a charitable contribution;
 - the donor does not impose contractual requirements;
 - funds are awarded irrevocably.
- An endowment fund is a fund whose donor has stipulated that the fund principal must remain inviolate and that only the income from the donors gift may be expended.
- Any proposals of significant gifts, gifts given with restrictions, or gifts proposed as endowments, unless governed by a specific Memorandum of Understanding, must be reviewed by the County Director.
- Gifts and endowments may be given directly to the University of Florida Foundation by private individuals, groups, agencies, or foundations for 4-H. These fund may be restricted to county 4-H programs of the donor’s choice.
- Both gift and endowment funds may be earmarked for specific purposes, i.e., an electric project, a guide dog project, 4-H scholarships, but are administered by Cooperative Extension in accordance with University policies and procedures.

Grants As a Source of Program Funds

It is essential to understand grants and their purposes. A grant is money given in return for action promised. The grantor agrees to give a specified amount on the condition that the money will be used for a designated purpose.

Grants are a one time donation to start a specific project or program. Most grants are given with the assumption that after a project or program is started, funds from other sources will be available to continue the program. Very few grants are renewable, especially those given by private organizations or foundations. Often, for time invested, it is more profitable to pursue renewable resources rather than grant money. Grants can play a vital role in initiating new programs or helping maintain a current program for a short period of time until more permanent funding can be obtained. If grant funding seems to be the most practical way to initiate a program or project do not hesitate to pursue the opportunity.



It is to the advantage of your 4-H program to develop the following characteristics in order to enhance its chances of receiving support:

- The 4-H program has matched closely the project or program to be funded with the areas of interest of the foundation from which the assistance is sought.
- The 4-H program is a 501(c)3 tax exempt non profit organization. This is required, with few exceptions.
- The 4-H program, or its leadership, has a good record and enjoys a strong support from its constituencies.
- The 4-H Program is able to demonstrate on paper its expertise, experience, and ability to carry through a project.
- The 4-H Program follows sound management practices, including standard budgeting and accounting practices; has an active and broadly representative advisory council.

Criteria for Accepting Funds

The following criteria should be used in determining the acceptance and administration of funds.

- Federal and state funds allocated by the U.S. Department of Agriculture (USDA) and the State of Florida to support the 4-H Youth Development Program will be managed by the University in accordance with state and federal policies.
- The County Board of Commissioners of each cooperating county provides, under the permissive authority granted by the State Legislature, for the local maintenance and operation of Cooperative Extension work in that county. All expenditures are made in accordance with county fiscal procedures.
- Grants or contracts from federal, state, or other external agencies for applied research projects and training or demonstration projects must be processed and administered by the University Contracts and Grants Office. 4-H units may not commit themselves or the University to any contractual obligations.
- External funds supporting action, training, demonstration, or applied research projects in which an agent has principal investigator or project director status must be processed through the University Contracts and Grants Coordinator and administered by the District Director, regardless of the source.



Establishing and Maintaining a County 4-H Foundation

County 4-H foundations can be established to raise funds on the county level. There are several steps to be followed when establishing a foundation to ensure correct management of the program and funds.

- Seek assistance from your County and District Extension Director and State 4-H Office.
- Get copies of articles of incorporation and by-laws as guides.
- Involve and obtain commitments and support from the county 4-H advisory committee. This group should review the first draft of the by-laws both for understanding and for suggested changes.
- Consult with and involve county attorney's office (or other friendly legal counsel) in order to keep the corporation within legal bounds of Florida Law.
- Select, appoint, and secure a Board of Directors. Suggestions of persons to serve on the board of directors would be county commissioners, local bankers, local business and organization representatives.
- Write the Articles of Incorporation and the By-Laws. Examples of these documents have been provided.
- File for the Not-For Profit charter with the Secretary of the State.
- Secure the corporate seal.
- Hold regular meetings.
- Maintain an active Board of Directors.
- Budget for program needs as defined by the County 4-H Advisory Committee. (County foundation does not determine the county youth programs.)
- Set fund-raising goals and structure to reach goals.
- Complete the IRS-990 tax return annually if total annual receipts are normally over \$25,000.
- Provide for an annual audit by a CPA or a professional accountant.



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Agent Responsibility with Foundations

The county extension agent's role in the foundation is in an ex officio capacity. No agent may serve as a member or officer. Agents should assume the responsibility of:

- insuring that the foundation board meets regularly;
- the foundation's membership is composed of the community's top leadership;
- the foundation has built-in continuity to maintain strength and position when its leadership is weak or when agents change; and
- insuring communication between needs of the youth program (as determined by advisory council) and the programs for which the Foundation intends to raise funds.

Maintaining an Existing 4-H Foundation

Here are the often asked questions and answers to direct you to the next step.

How do I know if the Foundation is incorporated?

If incorporated, you should have copies of your original incorporation documents. Another place to check is your Nonprofit Corporation Annual Report which must be completed and filed each year with the Florida Secretary of State. The fee is currently \$61.25. If you have made a payment for that amount, your incorporation is up-to-date.

What if I can't find any incorporation papers and I haven't paid the fee for the current year?

Probably you have let the incorporation lapse, and the foundation will have to apply for incorporation again.

Does a county foundation have to be incorporated to accept donations?

No. Fund-raising on the county level fall under the "umbrella non-profit" status established through the original IRS ruling of February 9, 1973.

Then why incorporate?

It comes down to a matter of public perception. The umbrella status is difficult for most donors to understand because they are not many organizations functioning this way. There are several thousands registered non-profits in Florida, so most donors are used to giving money to an incorporated non-profit.

What's an EIN number and why do we need one?

The Employer Identification Number is to a non-profit like a social security number is to an individual. The non-profit needs the EIN to file the Form 990, and any employee related forms. The EIN is needed in order to establish a bank account.

Can a club in the county use 4-H foundation's Employer Identification Number?

No. Just as you would not allow someone else to use your social security number to do business, the EIN is specific for only one entity.



Tax Exempt Status of 4-H Units

Federal Income Tax

The Internal Revenue Service, in a ruling letter of February 9, 1973, recognized the tax exempt status of 4-H units and affiliated 4-H organizations which are organized and operated under the auspices of Cooperative Extension. This guidance and oversight must be in keeping with the regulations governing the use of the 4-H name and emblem, and be in accordance with the policy statement in Chapter XI, Section 8.2 of the Federal Administrative Handbook for Cooperative Extension work. Current IRS publications covering tax-exempt status should be reviewed annually for details on reporting requirements and changes in the code.

A publication for use by Cooperative Extension personnel to interpret the authorization is USDA Program Aid Number 1281, *Tax Exempt Status of 4-H Organizations authorized to Use the 4-H Name and Emblem*, revised May 1993. A copy of this publication is available in the appendix and always obtain the most current by going to the Florida or National 4-H website.

Florida Sales Tax Exemption

A Florida non-profit may apply to the Florida Department of Revenue to receive a certificate of exemption from sales taxes on things purchased that further the mission of the non-profit.

How Is a Sales Tax Exemption Acquired?

You must apply through the Florida Department of Revenue. A form DR-5 must be completed. The process takes several weeks. This certificate must be renewed periodically.

Use of a Sales Tax Exemption

The best way to use this exemption is to establish a charge account with any companies you do business with on a regular basis. They will ask for a copy of your certificate. The exemption can only be taken when you pay the company with an authorized check from your foundation/county account.

What if a volunteer goes to local business and buys paper supplies for the 4-H Banquet, can he/she write a personal check and use the sales tax exemption?

No. The exemption is only good when materials are purchased with a foundation/county/club (whatever entity has filed and received a certificate of tax exemption) check.

Can a 4-H club use the county foundation's sales tax number?

No. This is illegal. The sales tax exemption is valid only for the entity that specifically applies for it. The only case in which this would be a possibility is if the 4-H clubs have sub-accounts within the county foundation and in this case the entity is the foundation. Under this condition, the same principle applies as in the above situation. All purchases must be paid for with monies of non-profit entity - not individual. The Florida Department of Revenue will penalize any organization sharing a sales tax exemption number.



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Duties of the 4-H Unit Treasurer

The 4-H county or unit treasurer has the responsibility of handling the organization 's funds. Duties include, but should not be limited to:

- Keeping accurate financial record, copies of invoices, bills, etc., relating to the funds and property of the 4-H unit, accounting fully for all receipts and expenditures.
- Receiving, recording and depositing all funds in a regulated bank or similar financial institution to the account established for the particular 4-H unit.
- Paying bills or making other authorized expenditures provided for in the budget or otherwise approved by the governing board.
- Furnishing financial reports annually at year end and at such times as required by the extension office and county director. Financial reports should include a Statement of Financial Position (balance sheet), a Statement of Revenues and Expenses (income statement), and a list of tax identification numbers used by the 4-H unit.
- Reconciling the cash in the bank per the General Ledger to the bank statements monthly.
- Acting as custodian of all funds and personal property of the 4-H unit and keeping a current list of all such property.
- Preparing all financial records for an annual audit or peer review.
- Participating periodically as a peer review team member during the financial review of neighboring counties.
- Preparing and filing all reports required by federal, state, and local governmental agencies.
- Participating in annual training of 4-H unit, group, and project treasurers. Such training should be designed to teach 4-H youth treasurers and other youth officers how to assume responsibly for preparation of budgets, for raising funds, and for maintaining their individual 4-H unit accounting records. The accounting records should be kept in a standard way, such as outlined in the official 4-H Club Treasurer's Handbook.

4-H Volunteer Development and Management



Section Contents:

A Volunteer Leader System
Steps and Procedures in Volunteer Development
Management Issues and Procedures
 Volunteer Information
 Complaints Against 4-H Volunteers
 Dealing with Problem Volunteers

Appendices:

A: Florida 4-H Volunteer Philosophy
B: Volunteer Assessment
C: Position/Services Description Worksheet
D: 4-H Volunteer Services Description Form
E: Organizational Leader, Volunteer Description
F: Project Leader, Volunteer Description
G: Activity Leader, Volunteer Description
H: Resource Leader, Volunteer Description
I: Teen Leader, Volunteer Description
J: Volunteer Recruiter, Volunteer Description
K: Volunteer Trainer, Volunteer Description
L: Support Leader, Volunteer Description
M: Co-Leader, Volunteer Description
N: Volunteer Application Form A
O: Applicant Disclosure Form B
P: Interview Form C
Q: Reference Form D
R: Reference Form E
S: Volunteer Appointment Letter and Denial Letter
T: Adult Behavioral Guidelines
U: Reporting a Workplace Injury
V: Training Worksheet
W: Evaluation By Volunteers
X: State Statutes Regarding Volunteerism
Y: Rules of Department of Education

4-H Volunteer Development and Management

6C1-30031 Administrative Affairs:
Volunteers

1(b) A volunteer is any person who, of his or her own free will, provides services to the University with no monetary or material compensation, on a continuous, occasional, or onetime basis.

University of Florida Rules, See Appendix

Designing, implementing and maintaining a volunteer system are among the key elements of an agent's job. What this system looks like will vary from county to county, but there are some principles that guide the development of a volunteer system, regardless of its final structure. This section will offer a look at some of the necessary processes and components of a successful volunteer system.

Historical Perspective

When did volunteers become part of 4-H? There is no "chicken and egg" dilemma here! Volunteers in 4-H preceded Extension Agents. The roots of 4-H extend back to the dark days before the formation of Extension. Community minded individuals with the welfare of young people as a keen interest have served without monetary compensation since the earliest days of the 4-H movement.

Over the years the definition of the role of the Extension Agent doing 4-H has changed. In the 1950's the National enrollment expectation for a full time Extension staff member was 250 - 300 members. The staff role during this period involved a great deal of personal contact directly with individual members. In the sixties, the involvement of volunteers working directly with youth raised the expected number to 750 - 1000 members per Extension faculty member. Since the early 1970's Extension faculty have demonstrated that one Agent can manage programs with essentially no limit, if there is a complementing volunteer system.

The trend toward increased use of volunteers in 4-H over time has led to the emergence of a new professional role. To be effective, agents must have volunteers providing service to other volunteers as a standard method of operation. Working directly with every volunteer needed to successfully carry out a county 4-H program at every step of the volunteer's involvement also greatly limits the potential size of the program. The agent must continue in the role of educator and at the same time become the manager of a 4-H system supported primarily by volunteers.

4-H Volunteer Development and Management

A Volunteer Leadership System

Why Volunteers and Why a System?

Effectively working with volunteers allows Extension to reach more people, get more done, increase the relevance of information delivered, enjoy greater recognition and support from the community, and increase the impact of our efforts. In 4-H, the added benefit of having many caring adults involved in the lives of children cannot be matched by the best designed exclusively agent delivered educational programs when it comes to building youth assets.

To maximize the effectiveness of the volunteer effort, and to see that Extension's needs for program development and accountability are met, a systematic approach for managing the involvement of volunteers is needed. A key function of an agent is serving as a manager of a volunteer system.

A Volunteer Leadership System

Creating a volunteer leadership system will provide multiple levels of volunteers to carry out program and organizational support of the club and county programs. A leadership system of volunteers creates a level of leadership between the agent, as overall program manager, and the volunteers working directly at the level of program delivery (club, special interest groups, etc.).

What are Roles for Volunteers?

Let's look at some potential roles of volunteers as a way of better understanding the concept. Let's consider an Extension Agent's 4-H Program functions as a framework for reviewing possible volunteer roles.

Volunteers in *program development* might serve as members of a 4-H advisory committee analyzing the entire 4-H program, doing needs assessments, setting overall program priorities, etc. A team of volunteers who would act as coaches to club leaders in the development of their club Plan of Work would be program development volunteers.

4-H Volunteer Development and Management

A Volunteer Leadership System

Curriculum Development volunteers might serve individually or as a member of a committee that provides county-wide leadership for one or several related 4-H projects. An example of this might be a citizenship development committee that would support the county citizenship programs by conducting citizenship workshops, aiding clubs in community improvement efforts, developing a list of resource people available for club programs, securing volunteers to prepare the 4-H Legislature delegation and the like. Horse project advisory committees are common and perform leadership functions in the project area. A county-wide project leader, teaching and advising club level project leaders, is also an example of this type of volunteer.

Volunteers in leadership positions that support *volunteer development* might serve as volunteer recruiters, coaches for new volunteers, or coordinate continuing education for current club leaders. This type of volunteer has been used with much success in other states

Volunteers assisting in carrying out the *program support* function might serve on the county 4-H foundation, edit the county 4-H newsletter, or give leadership to a public information/ public relations campaign.

Program Evaluation and Accountability offers volunteers the chance to assist in conducting county program reviews, developing reports to relevant groups on 4-H program successes, and gathering data important to keep 4-H programs on target.

Using volunteers in multiple ways and at varying levels can greatly enhance your ability to reach more youth with a stronger educational program. It is unlikely that your work will be any easier, nor will it necessarily take less of your time.

As we design a volunteer leadership system to support the 4-H program, there are some steps to consider.

Steps and Procedures in Volunteer Development

“The extent to which adult and youth volunteers are utilized in 4-H programs will be limited only by our collective creative imaginations.”

Appendix A: *Florida 4-H Volunteer Philosophy*

TAXI is a staff development resource for developing and implementing an effective volunteer system. There are 5 components:

Yellow: Promotes diversity in Volunteer Systems.

Blue: Establishing a vision for volunteer development.

Red: Serves as a guide for volunteers who want to involve other volunteers in the program.

Green: Serves as a tool for people to teach others, recruit, orient and involve volunteers in leadership roles..

Purple: Assesses leadership competencies and determines training needed.

Where to begin?

With this question, you will get the typical social sciences answer, "It depends." Much depends on where the level of volunteer involvement currently is in your county.

Linking Volunteer Development to Program Vision

Before beginning a process to include volunteers more fully in the 4-H program it is important to determine the overall vision for the 4-H program in your county. The clear determination of where the program is heading is crucial in determining what volunteer roles are necessary and in showing volunteers why their services are needed.

If your county has not yet developed such a vision statement, it is important that you do so. The Blue TAXI guide provides a good resource for doing this.

Important things to remember are that the vision can not be dictated from the top down. Current volunteers and other representative citizens must have a voice in determining where 4-H in your county is heading. The vision must be a shared expression of what the community wants 4-H to be, building on our current successes and the things we value. It must stretch beyond what is, to what we choose to become.

Once the philosophy and roles of volunteers in the program have been clearly articulated you are ready to move on to developing your volunteer system.

Assessment of Needs

An assessment of your current situation using the Volunteer Assessment Worksheet (Appendix B) provided in the appendix is a good start. Using this tool can give you some feel for where to go next.

When asked what it will take to really make the program what they want it to be, almost everyone will say they need more volunteers. Your answer would likely be the same. Before you think about recruiting more volunteers, ask what, exactly, you need volunteers to do.

Steps and Procedures in Volunteer Development

6C1-3.0031

4(a) Training, Utilization and Supervision.

Upon selection, the department/operational unit shall design each volunteer specific tasks or duties and provide appropriate training. **The services expected of each volunteer(s) should be provided to him or her in writing.**

The Volunteer Assessment worksheet will help you identify specific needs for volunteers within your program. Use photocopies and additional sheets of paper to collect responses from members of your advisory group and other members of your leadership team. Compile and analyze the resulting comments to help focus and add enthusiasm (perhaps even urgency) to your volunteer recruitment efforts, or modify this example to meet your own program needs.

Developing 4-H Volunteer Service Position Descriptions

Use the information gathered from the assessment of current programs and volunteer needs within those programs, along with a review of the county 4-H program's long range goals to determine what volunteer assistance is needed. An important next step is developing service descriptions for volunteer positions that will meet these needs.

Volunteer service descriptions should be used as all times. They form the basis for developing the appropriate recruitment message and targeting of recruitment efforts. They are critical to setting the criteria for selection and placement of applicants for volunteer positions. These descriptions help define the content of training required, set expectations and standards for recognition of volunteer service.

Service descriptions help make clear the responsibilities and limitations to volunteer positions.

One of the most important uses of the position description is that it forces us to look closely at our expectations for the volunteer. Things to consider are:

- Is the service needed?
- Is the task reasonable?
- Is the task clear enough to be understood?
- Are duties and responsibilities clear?
- What resources and support are available?
- Who will advise/supervise this volunteer position?
- How long will the services be needed?
- What training is needed for success?

Steps and Procedures in Volunteer Development

For ready-to-use 4-H Volunteer Service Descriptions go to the Florida 4-H Website at:
<http://www.4h.ifas.ufl.edu>

Common volunteer roles:

- Organizational Leader
- Project Leader
- Activity Leader
- Resource Leader
- Volunteer Recruiter
- Volunteer Trainer
- Foundation Board Member
- Advisory Committee Member

Service descriptions may vary considerably in length and format, but should include key components such as:

- Position
- Purpose of the position
- Responsibilities
- Contact person
- Benefits/opportunities from service
- Qualifications
- Time required
- Support provided/Resources
- Expected results

A sample form and sample service descriptions for some of the most common volunteer positions can be found in the Appendices C-M.. After the positions we need to fill have been described, we are on our way to successful volunteer management.

Steps and Procedures in Volunteer Development

The ISOTURES Model

Key Processes

There are a number of models for describing the key processes in volunteer management. One of the most enduring ones is the **ISOTURES** model. The **ISOTURES** model assumes that the need for volunteers has been established and that volunteer positions have been defined, as we have done previously. This model provides a simple way to remember very important steps to a successful volunteer effort. The acronym stands for Identification, Selection, Orientation, Training, Utilization, Recognition, Evaluation and Supervision/Support. The last “S” is a recent addition.

Identification - the process of finding people who have the competence and attitude essential to fill leadership positions.

Selection - the process of studying the backgrounds of prospective volunteers and determining their match with existing positions.

Orientation - this process serves as the initial stage in helping the volunteer understand the corporate culture of 4-H and their place in it. Orientation is the time to be sure that the volunteers understand the expectations of the role they all are assuming and how that role relates to others in the system.

Training - this is the process of providing volunteers with specific knowledge and skills to carry out their position successfully. Depending on the nature of the volunteer’s background and the nature of their position as a volunteer, training can be very long process or a brief conversation outlining the specifics of the task they’ve been asked to do.

Utilization - this is the process of arranging for the volunteer to put the skills and knowledge they had when recruited and that they received through training to good use in service to young people and to the 4-H program.

Steps and Procedures in Volunteer Development

The ISOTURES Model

Evaluation - this is the process of monitoring each volunteer's service and that of the overall volunteer program and providing helpful feedback to the volunteer and the system.

Recognition - this is the process of recognizing and rewarding quality volunteer efforts.

Supervision or support - this process is one of helping volunteers to obtain the results they wish for themselves and that 4-H wants for young people. This process includes a control function to insure that programs carried out in the name of 4-H are compatible with our educational philosophy and the various rules and regulations that guide our work. Hopefully, the majority of time spent on this process will be spent in a very positive way of supporting volunteers to increase their impact on the youth we serve. This is a more recent addition to the model and is an overarching process that is ongoing in each of the other elements.

Steps and Procedures in Volunteer Development

Identification

Check out the Florida 4-H Volunteer
Recruitment Campaign at:
<http://www.Florida4h.com>.

Volunteer Recruitment

As you plan your recruiting efforts it is important to consider a number of factors. You and other members of your county faculty must be convinced that volunteers are needed for 4-H in your county to achieve its mission. If **you** are not convinced, it will be very difficult to convince others. It is important that the 4-H mission and the role of volunteers in accomplishing that mission be clear.

As we begin recruiting, the volunteer service descriptions developed from the earlier needs assessment step become critical. These descriptions clearly define the types of volunteer services needed and imply the types of people who might meet these needs.

Volunteer recruitment is a year-round endeavor, but some counties find it useful to conduct a concentrated volunteer recruitment drive that lasts for one or two weeks. For both the constant and the concentrated recruitment efforts, a good base of public information and awareness is helpful. You lay the groundwork for recruitment by establishing among the public knowledge of the nature of the 4-H program and the important role of volunteers in it. This general information should be part off your larger public information effort.

Laying the Ground Work

Getting good media coverage that includes stories about 4-H program successes, including mention of the key role volunteers played in those successes is critical. Distributing informational brochures and posting flyers in places where people congregate helps. Displays in appropriate places of business or other places people congregate are good ideas. The placement of ads in newsletters and in internal documents of businesses and organizations within your community can also contribute to this good base of information.

Steps and Procedures in Volunteer Development

Identification

“Volunteers who want to contribute to youth development have many avenues through which to serve. If Extension does not provide the opportunities or support they need they will go elsewhere.”

Appendix A: *Florida 4-H Volunteer Philosophy*

Steps and Procedures

Another effective means of getting your story out is through giving presentations about the 4-H program to community groups. If you have trained adult and teen volunteers that are prepared to give presentations about 4-H and volunteer opportunities, there are a lot of civic groups in need of a program that addresses their organization's purpose. If you have difficulty getting scheduled on the program, and you have volunteers with enough flexibility in their schedule to be "on call", they can be added to the emergency speakers list to call if there is a late cancellation.

Some have found that information/recruitment booths set up in cooperation with a local PTA, at union meetings, at professional meetings, or at a general volunteer recruitment event with other youth serving agencies can be a good strategy for becoming known.

While very few volunteers are directly recruited through media and rather impersonal group meetings, these can be important to establishing in the eyes of the general public 4-H as an effective youth organization with volunteers playing key roles.

Developing a Recruitment Strategy

At this point we have a clear vision for the 4-H program and a commitment among salaried staff and volunteers to increase the involvement of volunteers. A good groundwork for general public familiarity with the 4-H program and the important role of volunteers is being developed. Now what? How do we recruit volunteers best suited for vacant positions?

To identify volunteers needed for your 4-H Program, consider things such as the parts of town they are likely to live in, their current relationship to 4-H (or 4-Hers), their educational background, their work setting, hobbies, leisure time activities and organizational affiliations related to these activities, publications they might read, etc. What would motivate someone to volunteer? Consider things like helping their own child, sharing a hobby, promoting their career to youth, meeting new people, learning new skills, keeping productively involved, personal growth, or out of desire to give back to 4-H or their community.

in Volunteer Development

Identification

Another good step for determining potential motivators for accepting 4-H volunteer roles, is to survey your current volunteers. Do they all have the same type of motivation? Are there similarities in their education or experiences? Were they recruited similarly? Answers to these questions can give hints as to where to start and also alert you to potential problems in past recruitment and for volunteer support, if you have a very homogeneous volunteer corps. Especially as we attempt to broaden the participation of volunteers to communities which have traditionally been under served, it is important for us to identify and eliminate systemic barriers to volunteer participation. Among these are out-of-pocket costs of volunteering, transportation to carry out the volunteer roles and to attend training, the need for expensive childcare while performing the volunteer service or attending training and others. If your current volunteers include only these for which these would not be barriers, you need to review your system to see if eliminating these barriers would be helpful.

Methods of Recruitment

A general profile of the types of volunteers we seek has been developed, and some thought has been given to where they might be found. Next, the methods of recruitment and who will be doing the contact with potential recruits must be decided. The methods sometimes dictate who can best do the recruiting.

If your county is typical, many of the volunteers that support clubs come from the ranks of parents of 4-H members and additional volunteers from the friends and associates of 4-H parents. A major source for identifying potential volunteers is through current volunteers, 4-H parents and other Extension clientele.

Concentric Circles

One method for recruiting through this group is sometimes referred to as concentric circle recruiting. While it may seem obvious, people who are currently connected to 4-H and Extension programs are among the best potential targets for recruitment. Concentric circle recruitment operates like ripples in a pond. To use this method, first look to the people closely connected with

Steps and Procedures in Volunteer Development

Identification

your program and work outward. Are there current volunteers whose contribution to the program would be greater in another position? May currently uninvolved parents be appropriate volunteers to fill this role? Who is best to contact them? Do current volunteers know of potential recruits for vacant positions? Would they make initial contact?

Most volunteers are recruited by someone they already know, or someone recommended to them by someone they know. Current volunteers have the advantage of knowing the program, having a positive attitude toward 4-H, and serving as an example of someone who has personally made the commitment that the recruit is being asked to make.

If positions are not filled by the current volunteers, or those they refer, then the next step is to ask those they refer to refer still more. As the circles move out from the center they diminish in effectiveness.

Key Informant Referrals

Another method of recruitment is through the use of key informants. This method involves working through individuals who are knowledgeable of the community and who might have the qualifications we seek. Key informants might be ministers, community leaders, school principals, the volunteer fire chief, leading farmers, or anyone who has a broad knowledge of the community.

This approach requires that we first convince the informant that 4-H would be a valuable asset to their community. We then let them know about the volunteer opportunities available and ask for referrals. Depending on the level of commitment these referrals can be used in a variety of ways. If the key informant is willing to help, but does not want to be "blamed" for our contacting a potential volunteer, we should respect that desire. The contact with the recruit is made without mentioning who has recommended them. This is not as good as other key informant methods, but far superior to cold calls.

Steps and Procedures in Volunteer Development

Identification

A second method using the referrals list is possible if the key informant is willing to have their name used in the initial contact. "I've been talking to Principal Potter and she says you would be perfect for an opportunity we have to get the kids in your community involved in positive activities. When can we meet to discuss what we have in mind?"

The best use of the key informant referrals is when you have convinced the informant to truly partner with 4-H and they personally make the initial contact with the people they've referred. "I've been talking with Sammy McQuire, the local 4-H agent, and I feel sure that you'd be perfect for one of the opportunities that they have available to help in the positive development of youth in our community. When can you meet with Sammy to discuss it?"

Of course, you may be so effective with the key informant that they personally make the visit to the referrals! Even short of that, this method makes it less necessary that the recruiter be personally knowledgeable of the community in order to target potential recruits.

Sponsoring organizations

A method that has worked for project and community club volunteers is the sponsoring organization approach. This method is based on seeking a commitment from an existing adult group to sponsor a youth group. In project areas this might be an adult horse club, Cattlemen's Association, Audubon Society, Garden Club, or any civic club that agrees to provide a volunteer team for a 4-H club in their areas of interest. Your recruitment task becomes selling the organizations' board on the benefits of using 4-H to help them meet their objectives. The organization will recruit from among their members the individuals to be trained and to carry out the needed volunteer role. Clubs formed in this way typically have periodic changes in leadership, but a long life. That is as long as 4-H continues to meet the sponsor's needs.

Community club sponsorship can be by a block or tenant association, a civic club, business or church groups. The same approach can also work for a special interest program such as a day camp.

Steps and Procedures in Volunteer Development

Identification

One to one Recruitment

Using the profile of the types of people that might be appropriate for each volunteer role and where they might be found, we can try to home in on an individual that fits the bill. If we want a workshop on photography or small engines then "let your fingers do the walking." Professional photographers and lawnmower repair shops are logical starting points and they're in the yellow pages!

98.6 Recruiting

Some recruiters use the approach that if a person is still alive they are a potential volunteer. When there are many volunteer positions to be filled, having this attitude may help you identify diamonds in the rough. There are many potentially great volunteers that would not be identified through targeted recruitment. The main cautions are to properly screen these recruits and avoid recruiting more volunteers than you need.

A key to recruiting is to be pro-active in identifying what volunteer roles need to be filled and in identifying potential recruits. We must actively involve others in this process. When the rare individual calls or comes by your office to volunteer, celebrate with an extra dessert, but don't rely on this method to find all volunteers needed!

The bottom line on recruiting methods is ... **Ask, Ask, Ask!**

Steps and Procedures in Volunteer Development

Selection of Volunteers

6C1-3.0031

3(a) Screening, Acceptance and Benefits.

Each person wishing to become a volunteer shall furnish to the appropriate department/operational unit such personal and professional information as may be necessary for the determination of his or her suitability as a volunteer. The department/operational unit seeking volunteer services shall be responsible for the screening and selection of volunteers.

See Appendix

“The extent to which adult and youth volunteers are utilized in 4-H programs will be limited only by our collective imagination. The key is to match the potential volunteer with a role which results in benefits for the volunteer, the youth participants and the organization.”

Florida 4-H Volunteer Philosophy

For print-on-demand forms go to the Florida 4-H website at:
<http://www.florida4h.org>

Application and Screening

Once we have potential volunteers interested in a volunteer position with 4-H, we must have them go through an application and screening process.

An issue that has grown in interest in recent years is the proper selection and screening of volunteers that work directly with youth. The 4-H program and other youth serving agencies have always been alert to the need to select volunteers that work well with young people and are good role models. There has recently been increased emphasis in the protection of youth from adults who might victimize them through physical, emotional, or sexual abuse.

Florida 4-H Application and Screening Procedures

A screening procedure to help protect youth involved in the 4-H program and aid in replacement of capable and qualified leadership in 4-H volunteer positions has been developed. After consultation with the Office of the General Counsel of the University of Florida and state 4-H staff members in states with developed screening procedures, we have developed the following recommended procedures:

- **Prospective volunteers should complete Form A - A Volunteer Application** (Appendix N) and submit it for consideration to the Extension Agent. Note: The volunteers to be involved in working directly with young people should be screened through a personal interview. Volunteers who work on a one time or very short-term basis and are not working unsupervised with children need not have as extensive an interview.
- **Applicants who are to work directly with youth should complete Form B - Applicant Disclosure Form.** (Appendix O).

Steps and Procedures in Volunteer Development

Selection of Volunteers

- **The Extension Agent or designee will interview the applicant.** Form C - Interview Report (Appendix P) can serve as a guide to that interview and a record of any notes from it. Others who could reasonably conduct the interviews would be program assistants, volunteers trained to do so, or organizational leaders trained to select volunteers for their club.
- **A reference check is conducted on the applicant.** Forms D - Reference Form (phone/face-to-face interviews) and Form E Reference Form (for reference by mail) are offered as an "in-person" and a mail version of a reference form, respectively (Appendices Q-R).
- **The decision on whether to accept the applicant is made and communicated to the applicant.** (Sample rejection and acceptance letters are provided in the appendices.)

Being a volunteer with the 4-H program is a privilege, not a right. If information provided by the prospective volunteer, the references, the demeanor of the volunteer or any other information gives reasonable cause to question whether the applicant would be a suitable volunteer, you do not have to accept the applicant. Even a general feeling of uneasiness about the applicant during the interview is grounds for denial, provided that this feeling is not based on discriminatory concerns.

Conducting a Volunteer Applicant Interview

When you are conducting the interview you are making the judgment, you will have to decide whether or not to select the volunteer. For instance, the elimination of any felon is acceptable, but you may want to consider the nature of the offense and the services the volunteer would provide. You might choose to accept a convicted drug dealer in an anti-drug program to share his experiences, for instance. Therefore:

- Always leave the door open for a change of mind, either by the applicant or the organization.

Steps and Procedures in Volunteer Development

Selection of Volunteers

See the appendices for reference forms, sample letters of acceptance or rejection or go to the Florida 4-H website for ready-to-use forms:
<http://www.florida4h.org>

- Refer the applicant to other positions which may be more suitable or of interest to them.
- End on a positive note! Thank the applicant for his or her time and interest.

Record the information and your impressions as soon as possible on the Interview Report Form D. Set the wheel in motion for the next step as agreed upon/shared with the volunteer.

Check References

Keep a record of all contacts and follow up on possible future contacts. Many counties find it helpful to create an individual file for each volunteer.

Decisions on Volunteer Screening

Most volunteers that we interview will be appropriate for some placement within 4-H. The information gathered in by the application and screening process can be used to place the volunteer in a role most suited to the skills, interests, schedule availability, and personality of the volunteer.

In the event that a volunteer is found to be unacceptable, they should be informed of the decision in a timely fashion. If the volunteer is unsuitable for a specific position, consider offering another position that's a better match. There are many legitimate reasons for turning down volunteers. Lacking required qualifications, such as not having appropriate skills for a given position and not having the ability to easily attain those skills would be a reason, for example. If for any reason you feel that the applicant would be a threat to young people, even if you are unable to clearly define the reason, the applicant should be rejected. Much of the screening process is judgment as to whether it is in the best interest of 4-H and young people to have the volunteer involved with them.

Selecting a volunteer is a decision which rests solely with you as the agent. With a goal of being inclusive rather than exclusive, we want to attempt to involve a wide variety of different types of people as volunteers in our program. That said, it is also our responsibility to do what we can to protect young people in our program from those who would use our organization to prey on them.

Steps and Procedures in Volunteer Development

Orientation of Volunteers

6C1-3.0031

4(a) Training, Utilization and Supervision.

Upon selections, the department/
operational unit shall assign each
volunteer specific tasks or duties and
provide appropriate training. The
services expected of each
volunteer(s) should be provided to
him or her in writing.

Orientation

Each new volunteer needs an orientation to Extension, 4-H and to their specific role. Frequently orientation overlaps with recruitment, because the potential volunteer needs to have some of the orientation before committing. Among the things included in orientation are:

1. *A review of the volunteer's current tasks and duties..*

Review the service description to be sure there is a common understanding of the roles and responsibilities therein. Discuss the training resources available to the volunteer and how to access these resources. Remind all volunteers that they are not employees and serve without compensation.

2. *The relationships of the volunteer's role with the overall 4-H program.*

Volunteers need to have a feel for how their volunteer efforts fit into the big picture. Some basic 4-H history, an overview of how 4-H is organized in your county and the state, what some of the county programs emphasizes and events are and where the volunteer's position fits is important here. A discussion of the mission, purpose and scope of the program will help the volunteer get comfortable with being part of a sometimes confusing array of activities.

3. *Program management details*

Review nondiscriminatory policies; reports required; access to clerical support, if any; fund-raising restrictions; and the like. Adult behavioral expectations should be clear (see appendix for example). To whom does the volunteer report and how will the volunteer be evaluated?

Steps and Procedures in Volunteer Development

Orientation of Volunteers

6C1-3.0031

3 (b) Volunteers shall be advised that they are entitled to workers' compensation and state liability protection under the same conditions as state employees. Volunteers shall be eligible for the other benefits listed in sections 110.502 and 110.504 of Florida Statutes only as approved by the college, school, division or operational unit.

See appendix

4. *Begin an individual volunteer development plan.*

As part of orientation, it is important to begin the volunteer on a path toward achieving their personal goals and furthering the work of 4-H by planned continuous development of knowledge and skill related to the volunteers' role. An assessment of current knowledge and skill can serve to insure that the volunteer is properly placed and forms the basis for training to follow. Helping the volunteer know what training is planned and discussing other ways that needed knowledge and skills can be developed is key to getting the volunteer off to a good start and making them confident that we will help them become more competent in their role.

5. *Benefits to the volunteer*

Discuss liability coverage and workers compensation. The availability of county vehicles, or reimbursement for travel, access to teaching kits, equipment, meeting rooms and the like can be mentioned here.

In general, orientation provides the opportunity to give essential start-up information to the volunteers, provides them a sense of being connected to the larger organization, introduces them to the "corporate culture", and gives you a chance to assess training needs and begin training.

Steps and Procedures in Volunteer Development

Training of Volunteers

Training and Development

Providing education to volunteers that assists them in developing the skills and knowledge to be successful in their service is a key component in the successful 4-H program. Training helps ensure that the volunteer will be confident in the ability to perform his or her agreed upon role. It will be confidence built on competence. Training also provides opportunities to reinforce the values and methods of operation that are central to youth development in 4-H.

There is some debate about whether to call the educational/ development that we conduct for adult volunteers "training", or whether that term is too narrow. Some definitions of training specify that the learning must be focused on gaining skills that are to improve the performance on the current position. Volunteer development or volunteer education are terms many think are more applicable to the typical 4-H volunteer programs, where volunteers learn skills and knowledge that are useful in their current volunteer position, but have broad applicability to their life beyond 4-H. They are assisted in improving their capacity to plan and carry out youth development programs, not to perform a predetermined set of tasks or activities. We help empower them to be leaders. Some would argue that the term "training" is inadequate to describe this function. This argument will be left for another time. For the sake of this handbook the term "volunteer training" is meant to include the broader definition. Training, therefore, is any organized learning experience directed at increasing the probability of improving volunteer performance and personal growth.

Learning can occur incidentally, but *that* learning is not training. Training is made up of those experiences that we have arranged for the volunteer that are directed to specific learning objectives. These experiences can occur in a formal training session, through guided "on-the-job" training, guided reading, mentoring, shadowing, coaching or a wide variety of other techniques.

Steps and Procedures in Volunteer Development

Training of Volunteers

Where to begin training?

A key place to begin in designing your volunteer training program is an analysis of the responsibilities. Determine for each volunteer position what knowledge and skills are necessary to competently perform that service. Are there particular attitudes and values that the incumbent of each position must embrace to be successful? Are there additional topics that, while not required for success, would be good for the volunteer to know? It is important to involve current volunteers in helping do this analysis.

For a wide range of volunteer roles that have direct contact with youth, there are some obvious topics:

- ◆ Designing Learning Experiences
- ◆ This is 4-H!
- ◆ Working with Officers
- ◆ Basic Parliamentary Procedure
- ◆ Evaluation of members
- ◆ Making meetings fun
- ◆ Life skill development
- ◆ Sharing Leadership
- ◆ Positive Discipline
- ◆ Parent Involvement
- ◆ Club Program Planning
- ◆ Ages and Stages of Youth Development
- ◆ Evaluation of Club Success
- ◆ Experiential Learning
- ◆ Community Service
- ◆ Money Matters
- ◆ Adult Youth Partnerships

Within these topics, what are some of the skills, knowledge and attributes required of the volunteer? Are there problems reported by current volunteers filling these roles that training could address? What are some of the common areas where current volunteers in this role fail to perform up to a high standard? Can training be expected to improve performance in these areas?

This analysis forms the basis for the training program. As a result of this process you will have a good feel for some of the topics that training must address.

Steps and Procedures in Volunteer Development

Training of Volunteers

Learning Objectives

Now that the target topics have been narrowed down, we need to systematically design a training program. As you probably guessed we are now ready to write learning objectives. Sound learning objectives are important for us to direct our training activity, for the volunteers to know what is to be learned, and so that we can evaluate whether the volunteers have achieved the level of proficiency we desire. It helps if our objectives are relatively specific for the tasks, knowledge and attitudes we identified in our analysis phase. Our objective should have some observable action and at least one measurable criterion.

Designing the Learning Activities

We should focus on our learning objectives as we design the learning activities that we plan to achieve these objectives. However, the variety of learning styles of the learners must also be taken into account. You improve your chance for achieving your training objective if your learning activities are either specifically designed with individual learner's styles considered, or that each of the following styles are accommodated by your training design. Learning style preferences can be categorized as:

Visual learners gain knowledge best by seeing or reading what you are trying to teach.

Auditory learners gain knowledge best by listening.

Tactile or psychomotor learners gain knowledge best by doing.

Another model for classifying learning styles is Kolb's Learning Style Inventory. Kolb describes the four processes that must be present for learning to occur. This follows the experiential learning model with an indication of how each step addresses a different learning style. Kolb suggests:

Active experimentation: A learner preferring this approach is an Activist. They are ready to try something new. Their preferred training approach would involve problem solving, small group discussion, peer feedback, simulation, and case study.

Steps and Procedures in Volunteer Development

Training of Volunteers

The appendix includes a form that can be used in outlining the plan for a training event. Additional aids to designing volunteer training can be found on the Florida 4-H Website.

Reflective observation: The learners who prefer this style are Reflectors. They'd like to get information and think on it awhile. For this group lecture is helpful. Brainstorming and keeping journals are also productive.

Abstract conceptualizing: Theorists prefer this style. They want to know how this relates to that. Case studies, reading theory and thinking alone about concepts are helpful.

Concrete experiences: Pragmatists prefer this style. How do I apply this in practice?

Lecturing on theory is wasted here. Activity should clearly be tied to the skills they need to be successful. Mentors or helper/ coaches work well with this group.

The perfect training design would involve each of these four processes to address the variety of learning styles. Following the familiar experiential learning cycle, the learner is involved in a concrete experience, reflects on that experience in a search for meaning, applies that meaning to form a conclusion and then experiments with applying the learning to similar problems.

It is important to remember that training can be more than the 1 1/2 hour session done periodically at the Extension Office. It must also be more than the incidental trial and error of on the job muddling through! Volunteer training can take many forms, but all the forms must be planned and focused on learning objectives.

State Volunteer Training Opportunities

Two state sponsored volunteer forums offering a variety of training topics are conducted annually. They are:

- Florida 4-H Volunteer Leader Forum held at the Ocala 4-H Center in April; and
- Southern Region 4-H Volunteer Leader Forum held at Rock Eagle 4-H Center in Georgia in October.

Several districts or multi-county areas plan and conduct additional leader forums annually. Ask colleagues in your district if you are not familiar with these volunteer training opportunities.

Steps and Procedures in Volunteer Development

Recognition, Evaluation and Supervision of Volunteers

Volunteer of the Year Award is a recognition system for outstanding volunteers nominated by counties annually. A complete description, criteria and procedures for submission are detailed in the *Florida 4-H Awards and Recognition Handbook*.

Recognition

Recognizing volunteers for their good work is very important to the system. The section addressing recognition for members has some good background information appropriate for volunteers. The usual plaques, certificates, thank-you mugs, etc. can be valuable. Also, sending thank you's to the volunteer's family or employer are of benefit. The key to recognition is for it to be honest, fair, sincere and pervasive.

Evaluation

Feedback on the quality of volunteer service and our volunteer program are important to the success of the individual volunteers and the overall volunteer effort. Volunteers want objective feedback accompanied by assistance in improving their service.

The goals and standards should be established collaboratively with the volunteer. The standards set a benchmark for *how well* the service should be performed. Discussing the standards with a volunteer helps communicate what is needed and the reality of the external constraints on the volunteer time.

Better understanding can lead to enhanced contributions by the volunteer and more targeted support from the agent. We also owe it to them and to the program to periodically ask how we can better support their efforts through an evaluation of the program by volunteers.

Evaluation of the County Volunteer System

The typical county 4-H volunteer program will get some idea how they are doing by the level of complaints they are receiving. Either no complaints or a high level of complaints can be a problem. "No complaints" usually indicates the complainers have given up and the implications of "many complaints" is obvious.

It is strongly recommended that you use some more structured ways of getting information about how your volunteer program is doing. An Evaluation by Volunteers Form (Appendix W) that is an example of a simple means for gathering the opinions of your current volunteers as to the programs strengths and growth opportunities. Use this or some more creative way to gather information from current volunteers to improve

your program

Volunteer Development and Management

Management Issues and Procedures

Do short-term Volunteers have to fill out an Application?

University Personnel has stated that this is unnecessary. If the faculty member in charge says that the individual was in service to the state, if an injury occurs, we are covered.

Volunteer Information

The status of 4-H volunteers in Florida is affected by State Statutes. A volunteer is defined in FS110.510 as "any person who, of his or her own free will provides goods or services, or conveys an interest in or otherwise consents to the use of real property.....to any state department or agency or nonprofit organization, with no monetary or material compensation."

The statute authorizes incidental reimbursement in including travel, lodging and the like within the limits of the agency's budget. (110.502)

The statute states that each department or agency using volunteers shall ensure that volunteers understand their duties and responsibilities, provide a receptive climate for volunteers, and recognize volunteers who have provided continuous and outstanding service. Volunteer service can count as partial fulfillment of experience requirements for state employment.

Volunteer benefits, as outlined in FS110.504 include meals, lodging, and travel reimbursement under some circumstances. Volunteers may utilize state vehicles in the performance of their duty.

Volunteers are provided with liability protection in the same manner as state employees as outlined in 110.504 and S.768.28.

Volunteers are protected by workers' compensation as provided in Chapter 440, Florida Statutes. It is important to note that while cost reimbursements and incidental recognition benefits or non monetary awards do not change the status of a volunteer under the statutes, receiving pay does.

This statute has been further codified in the University rules as 6C1-3.0031, and interpreted by Personnel Services. The forms recommended in this handbook have been submitted to University Personnel for their review. They have indicated that our current procedures are sufficient, as long as we add instruction for filing a worker's compensation claim to our orientation material. Our Health Form is sufficient for authorizing treatment for our teen volunteers.

Volunteer Development and Management

Management Issues and Procedures

Complaints Against 4-H Volunteers

From time to time complaints arise as to the manner in which 4-H volunteers conduct their duties. To the extent possible, disagreements should be handled informally through discussion with the parties involved.

A complaint against a county level volunteer should normally be in written form and signed by the complainant in order for an official inquiry to proceed. The 4-H agent will review the complaint to determine if the complaint has substance and whether further action is necessary.

Complaints arising out of a volunteer's service beyond the county level, including those in which they are serving as a county volunteer at multi-county events, will be handled through the Assistant Dean, 4-H Youth Development Program or a designee.

Complaints must be in writing and signed by the complainant. The Assistant Dean, 4-H Youth Development Program (or designee), will review the complaint to determine if it has substance and whether further action is necessary.

Pursuant to University of Florida Rule 6C1-3.0031, Volunteer Services may cease, at anytime, at the request of the volunteer or at the discretion of the Extension Agent. If an Extension Agent or the Assistant Dean determines that a volunteers' services should be terminated as a result of the complaint(s) filed or otherwise, he/she should notify the volunteer, in writing, of the effective date of termination as described in the section entitled "Dealing with Problem Volunteers."

Volunteer Development and Management

Management Issues and Procedures

Dealing with Problem Volunteers

Sometimes our best efforts at recruitment, screening, placement and training of volunteers cannot prevent a situation in which a volunteer must be reassigned, restricted in certain activities or volunteer services terminated.

Before terminating the services of a volunteer, you may, depending on the nature of the complaints, determine that the volunteer's services might be better in another role or position. Sometimes giving individuals an opportunity to serve in different roles will be a better match for their skills, abilities or interests. If this is not the case, services can be terminated using the following procedures.

Terminating Volunteer Services

Regardless of whether the volunteer is initially informed by mail or in person; there are some tips to remember. Try to preserve the dignity of the volunteer whose services are being terminated by being discreet. Share the details only with that volunteer. Once the decision has been made to terminate a volunteer's services, be firm, direct and unequivocal. Announce the decision rather than discuss the decision. There is no going back. If the volunteer wants to vent, allow that, but "keep your cool" and be quiet. Don't counsel the volunteer as to what they should have or could have done. This may have had value earlier, but if this were an option you would not be at the juncture.

If the volunteer, whose services have been terminated, is told in person, follow-up with a letter. The letter need only state the date of termination and "housekeeping" matters (i.e. return of equipment, teaching supplies, etc.).

Inform other volunteers, faculty, and 4-Hers who need to know of the change of status of the volunteer. Do not elaborate. "Mrs. Ivysaur is no longer the leader of the West Tangerine Horse Club. The new leader is Mr. Bulbasaur. We thank them both for their service to youth through 4-H."

APPENDIX A

FLORIDA 4-H VOLUNTEER PHILOSOPHY

To be successful, government and nonprofit organizations must be resourceful and operate in imaginative and cost-efficient ways. That means making the most effective use of all existing resources. In the case of Extension and 4-H Youth Development, among our greatest resources are the adult and teen volunteers who work in partnership with our salaried Extension faculty and staff. 4-H programs are delivered largely through the efforts of volunteers under the direction of Extension faculty.

Those organizations which consider volunteers as both customers (recipients of our service) and partners will reap the greatest dividends. As customers, volunteers want to be involved in opportunities that are flexible and adapt to their lifestyles and availability, that meet their needs and interest for personal development and satisfaction, and that emphasize the importance of the individual volunteer's needs in combination with the needs of the organization. The development of volunteers is an important ingredient in the development of young people through 4-H. The skills used in offering quality programs to young people through 4-H are beneficial to the volunteer as parent and community member. The skills developed through 4-H training and experience have benefits beyond the immediate benefit to 4-H.

As partners, volunteers want involvement in decision-making and in planning and carrying out educational programs. This includes having a voice in establishing policies and procedures and evaluating programs. A key part of successful 4-H volunteer programs is a sense of shared ownership. The more involvement that volunteers have in designing and implementing the 4-H program, the more ownership they feel. In general, people who have some personal control over their own destiny and that of an organization to which they belong persist longer at tasks, will do them better, and will develop more of a commitment to them. Volunteers want to be involved in deciding what to do rather than in being told what to do.

Volunteers who want to contribute to youth development have many avenues through which to serve. If extension does not provide the opportunities or support they need they will go elsewhere. This is one reason we need to do volunteer involvement and 4-H as a partnership. Volunteers are an integral part of the Extension system. They are unpaid volunteers, working in partnership with 4-H agents and specialists, to deliver quality educational programs that affect the lives of young people, their families and communities. They are fully capable of taking on major responsibilities in program development, implementation, evaluation and management.

The extent to which adult and youth volunteers are utilized in 4-H programs will be limited only by our collective creative imagination. The key is to match the potential volunteer with a role which results in benefits for the volunteer, the youth participants and the organization.



VOLUNTEER ASSESSMENT

When asked what it will take to really make the program what they want it to be, almost everyone will say they need more volunteers. Your answer would likely be the same. Before you think about recruiting more volunteers, ask what, exactly, you need volunteers to do.

The following worksheet will help you identify specific needs for volunteers within your program. Use photocopies and additional sheets of paper to collect responses from members of your advisory group and other members of your leadership team. Compile and analyze the resulting comments to help focus and add enthusiasm (perhaps even urgency) to your volunteer recruitment efforts, or modify this example to meet your own program needs.

Current Situation

1. How many people of 4-H age reside in the county? _____
2. How many young people are now involved in your program? _____
3. How many volunteers do you now have? _____ Activities leaders? _____
Organizational leaders? _____ Key leaders? _____
Project club leaders? _____ Resource leaders? _____ Other? _____
4. What is the ration of adult volunteers to youth participants in:
the overall 4-H program in the county _____
4-H clubs _____
school enrichment _____
special interest _____
camping _____
5. In communities with 4-H clubs, what additional volunteers support would strengthen their program?

Club	Volunteer Assistance Needed

6. List 10 communities where there is no 4-H club, but for which the potential exists for one:

7. Which project areas have strong leader support? _____

Which project areas need leader support? _____

What are the priority program or project areas needing volunteers? _____

8. How many volunteers are currently involved in helping determine program priorities and directions _____

Is this a truly diverse group, fully representative of the community or county? _____

Which additional segments of the community should be involved? _____

What additional skills are needed among these volunteers? _____

9. How many volunteers are currently supporting program delivery, for example, as newsletter compilers, publicity coordinators, fund raisers, enrollment processors, etc.?

List possible support roles for volunteers.

10. How many volunteers are involved with short-term special interest efforts? _____

List special interest areas for which groups should be formed.

11. How many volunteers are involved in supporting school enrichment programs? _____

What are possible volunteer roles that could strengthen or expand the existing school enrichment effort?

12. Which activities, events, contests, delegations, or programs are coordinated by volunteers?

Which ones aren't _____

13. How many volunteers are assisting with recruiting other volunteers? _____
Providing orientation and training for other volunteers? _____

14. Is the involvement of volunteers in resource development at an optimum level?

4-H VOLUNTEER SERVICE DESCRIPTION

Organizational Leader

Purpose: To provide leadership and organization for a group of youth in a 4-H Club.

Responsibilities/Requirements:

1. Participation in initial volunteer screening and interview process.
2. Plan, carry out and evaluate a local 4-H club program.
3. Be a promoter of 4-H and recruit youth ages 5-18 regardless of race, color, sex, handicap or national origin.
4. Recruit adults (and/or teens) to act as Support, Project, Resource or Activity Leaders as needed.
5. Keep all participants (leaders & youth) informed of club activities in addition to other district, state and national opportunities.
6. Provide recognition of members and other helping leaders.
7. Provide enrollments, club updates & records as needed by the Extension office in a timely manner.
8. Attend leader workshops & other training meetings for personal growth and club development. (At least one training is required per year.)
9. Uphold & keep current on 4-H policies and procedures and communicate this to parents and leaders.
10. Oversee regular club meetings.
 - A. Arrange for dates, place, and time of meetings
 - B. Notify all members of activities
 - C. Work with club officers to plan agendas and teach them to carry out duties
 - D. Make sure meetings include all elements of a good opening, flag, business, educational, fun, and social
11. Delegate some of the above responsibilities to other parents/leaders.
12. Maintain record of volunteer hours served and duties performed and submit to 4-H office yearly.

Advisor: County 4-H Agent

Benefits:

- ◆ Recognition as a leader and teacher of youth in your community
- ◆ Opportunity to develop skills in organization, teaching and communication
- ◆ Potential project skill enhancement
- ◆ Opportunity to participate in local, district, state & national leadership training
- ◆ Interaction with other exciting individuals working with youth
- ◆ Making a difference in a young person's life
- ◆ Tax deductions
- ◆ Opportunity to advance to other volunteer leadership roles or positions

APPENDIX E

Qualifications:

- ◆ Strong interest in youth
- ◆ Ability to communicate with adults and youth
- ◆ Flexible, future thinker & desire for fun
- ◆ Willing to work cooperatively with 4-H staff and other 4-H participants

Time:

- ◆ Varies according to club meetings and activities.

Support Provided:

- ◆ Leader Handbook (to be shared with other leaders)
- ◆ Newsletters
- ◆ Leader training workshops on special project skills and leadership skills
- ◆ Initial club organizations and start-up
- ◆ County 4-H Extension Staff
- ◆ Cooperative Extension Service and University of Florida educational materials

APPENDIX F

4-H VOLUNTEER SERVICE DESCRIPTION

Project Leader

Purpose: To guide and support 4-H members with project work (learning experiences structured around a special interest). A project leader may assist a club, several clubs, or serve on a countywide basis.

Responsibilities/Requirements:

- A. Work cooperatively with the club organizational leader, other helpers, club leaders, parents, and members for a harmonious club experience.
- B. Help members and their parents arrive at project selections that are challenging but within reach of the individual.
- C. Share your knowledge of the project with members through meetings, tours, individual consultations, and written references.
- D. Update your skills in subject matter and in human relations through leader workshops, consultations with other leaders, Extension staff, and through reading. At least one county training or leader workshop is required per year.
- E. Maintain sensitivity to the individual differences of 4-H members such as differences in interests, abilities, personal needs and family support.
- F. Help members find additional learning experiences and resources for themselves.
- G. Relate project experiences to everyday life and to career possibilities for members.
- H. Encourage members to attend and/or participate in broadened learning experiences offered at the county or district level.
- I. Recognize personal growth of individuals regularly through praise, added responsibility and trust.
- J. Maintain record of volunteer hours served and duties performed and submit to 4-H office yearly.

Advisor: 4-H Club Organizational Leader

Benefits:

- ◆ Recognition as a leader and teacher of youth in your community
- ◆ Opportunity to develop skills in organization, teaching and communication
- ◆ Potential project skill enhancement
- ◆ Opportunity to participate in local, district, state & national leadership training
- ◆ Interaction with other exciting individuals working with youth
- ◆ Making a difference in a young person's life
- ◆ Tax deduction
- ◆ Opportunity to advance to other volunteer positions

APPENDIX F

Qualifications:

- ◆ Knowledge, skills and willingness to further above in project area of choice
- ◆ Enjoy working with young people
- ◆ Ability to communicate with adults and youth
- ◆ Willingness to maintain contact with parents to enable them to support their children in project work

Time:

Varies with project type, number of members, and time available for project leader. Can be short term or several sessions spread throughout a year.

Support Provided:

- ◆ Project literature
- ◆ Newsletters
- ◆ Leader training workshops on special project skills and leadership skills
- ◆ Assistance from parents and other leaders
- ◆ County Extension Staff
- ◆ Cooperative Extension Service and University of Florida educational materials

APPENDIX G

4-H VOLUNTEER SERVICE DESCRIPTION

Activity Leader

Purpose: To coordinate positive learning activities involving a maximum number of people for 4-H club functions. May also work with project leaders in helping set up activities which relate to a specific project.

Responsibilities/ Requirements:

1. Determine resources needed to stage a particular activity.
2. Develop a plan to execute the activity efficiently.
3. Delegate portions of the work to 4-Hers and other volunteers who will learn through assuming this responsibility.
4. Supervise and coordinate the work.
5. Publicize the activity as appropriate.
6. Evaluate the activity value to:
The people who participated.
The people who helped stage the activity.
7. Attend leader workshops and other training meetings for personal growth and program development. At least one training is required each year.
8. Maintain record of volunteer hours served and duties performed and submit to 4-H office yearly.

Advisor: 4-H Club Organizational Leader

Benefits:

- ◆ Recognition as a leader and teacher of youth in your community
- ◆ Opportunity to develop skills in organization, teaching and communication
- ◆ Interaction with other exciting individuals working with youth
- ◆ Making a difference in a young person's life
- ◆ Tax deductions
- ◆ Opportunity to advance to other volunteer positions with more responsibility

Qualifications:

- ◆ Organizational ability
- ◆ Ability to delegate responsibility
- ◆ Ability to supervise a group of people
- ◆ Ability to communicate effectively
- ◆ Interest in 4-H efforts
- ◆ Belief in the educational value of the activity
- ◆ Enjoy working with young people

APPENDIX G

Time: Varies with activity

Support Provided:

- ◆ Guidance from County Extension Staff
- ◆ Supplies and equipment
- ◆ Assistance from other volunteers
- ◆ Newsletters
- ◆ Leader training workshop on new materials and leadership skills
- ◆ Cooperative Extension Service and University of Florida educational materials

APPENDIX H

4-H VOLUNTEER SERVICE DESCRIPTION

Resource Leader

Purpose: To serve as speakers, teachers or consultants to 4-H leaders and members on a particular subject(s). A Resource Leader would be utilized on a “when needed” basis on the club, county and/or state levels.

Responsibilities/Requirements:

- A. Improve the quality of programs in his/her particular subject matter.
- B. Conduct activities on the county and/or state level which may include club programs, school enrichment, special interest projects, or leader training.
- C. Update skills in subject matter through various methods including leader workshops and trainings.
- D. Maintain record of volunteer hours served and duties performed and submit to 4-H office yearly.

Advisor(s): 4-H Extension Staff, 4-H Organizational Leader and/or Project Leader

Benefits:

- ◆ Recognition as a leader and teacher of youth and adults in your community
- ◆ Opportunity to develop skills in organizational, teaching and communication
- ◆ Opportunity to participate in local, district, state and national leadership training
- ◆ Making a difference in a young person’s life
- ◆ Tax deductions
- ◆ Opportunity to advance to other volunteer leadership roles or positions

Qualifications:

- ◆ Knowledge, skill and willingness to further above in subject matter of expertise
- ◆ Strong interest in youth development
- ◆ Ability to communicate effectively with youth and adults

Time:

Varies according to activity. Also varies depending upon demand of subject area in club, county or state programs.

Support Provided:

- ◆ Cooperative Extension Service and University of Florida educational materials
- ◆ Leader Training workshops on special resource skills and leadership skills
- ◆ County Extension Staff
- ◆ Newsletters

APPENDIX I

4-H VOLUNTEER SERVICE DESCRIPTION

Teen Leader

Purpose: To provide teens with an opportunity to improve their leadership skills. To assist the 4-H club program.

Responsibilities/Requirements:

1. Be a promoter of 4-H and recruit other youth for the 4-H club program.
2. Assist the 4-H club Organizational Leader in the administration and running of regular club meetings.
3. Assist and teach younger 4-Hers in their 4-H work.
4. Flexibility in duties depending upon club needs, Organizational Leader's needs, and amount of desired involvement of 4-H Teen Leader.
5. Attend leader workshops and other training meetings for personal growth and 4-H career development.
6. Maintain record of volunteer hours served and duties performed and submit to 4-H office yearly.

Advisor: 4-H Club Organizational Leader

Benefits:

- ◆ Opportunity to develop skills in organization, teaching and communication
- ◆ Potential project skill enhancement
- ◆ Opportunity to participate in local, district, state and national teen leadership training.
- ◆ Recognition as a teen leader working with other youth in your community

Qualifications:

- ◆ Strong interest in working with other youth
- ◆ Ability to communicate with adults and youth
- ◆ Willingness to work cooperatively with other 4-H leaders

APPENDIX J

4-H VOLUNTEER SERVICE DESCRIPTION

Volunteer Recruiter

(Volunteer Leadership Position)

Purpose: To promote 4-H volunteer opportunities and encourage individuals to participate.

Responsibilities/ Requirements:

- 1- Broaden awareness of 4-H volunteer opportunities within a given geographical area through any or combination of the following: radio spots, news releases, school presentations, service club presentations, posters, personal contacts, etc.
- 2- Assist people interested by providing them with information on 4-H and putting them in contact with a 4-H staff member to begin volunteer screening process.
- 3- Document as accurately as possible the number of people contacted and the number of people who joined 4-H as a result.
- 4- Attend leader workshops and other training sessions for personal growth and to keep aware of trends in the 4-H volunteer program. At least one training per year is required.
- 5- Maintain record of volunteer hours served and duties performed and submit to 4-H office yearly.

Advisor: County 4-H Agent

Benefits:

- ◆ Member of 4-H Volunteer Leadership Team
- ◆ Opportunity to develop organization and communication skills
- ◆ Interaction with other professionals and individuals interested in youth development
- ◆ Tax deductions
- ◆ Recognition as a leader leading leaders

Qualifications:

- ◆ Belief in the importance of youth development and the need to provide young people with quality, caring leaders
- ◆ Knowledge of 4-H volunteer opportunities and service descriptions
- ◆ 4-H volunteer experience
- ◆ Ability to meet people easily
- ◆ Knowledge of community
- ◆ Public speaking ability

Time:

- ◆ By mutual agreement between 4-H Agent and individual assuming this position

Support provided:◆ 4-H promotional literature

- ◆ Guidance from County Extension Staff
- ◆ Newsletters
- ◆ Training workshops

APPENDIX K

4-H VOLUNTEER SERVICE DESCRIPTION

Volunteer Trainer (Volunteer Leadership Position)

Purpose: To train and encourage new and established 4-H volunteers in necessary leadership skills and subject matter.

Responsibilities/Requirements:

1. Develop, plan and administer volunteer training sessions.
2. Inform volunteers of upcoming trainings.
3. Develop and update skills in areas of volunteer training and development.
4. Stay in touch with volunteers to be aware of needs and request for trainings.
5. Attend county sponsored trainings and workshops. At least one is required per year.
6. Maintain record of volunteer hours served and duties performed and submit to 4-H office yearly.

Advisor: County 4-H Agent(s)

Benefits:

- ◆ Member of 4-H Volunteer Leadership Team
- ◆ Opportunity to develop organization, communication and teaching skills
- ◆ Tax deduction
- ◆ Recognition as a leader leading leaders

Qualifications:

- ◆ Belief in the importance and value of volunteers to the 4-H program
- ◆ Knowledge of 4-H
- ◆ 4-H volunteer experience
- ◆ Public speaking ability
- ◆ Patience in working with other adults and teens

Time:

By mutual agreement between 4-H Agent and individual assuming this position

Support Provided:

- ◆ University of Florida and Cooperative Extension Service materials
- ◆ Guidance from County Extension Staff
- ◆ Newsletters
- ◆ Training workshops

APPENDIX L

4-H VOLUNTEER SERVICE DESCRIPTION

Support Leader

Responsibilities/Requirements:

1. Depending upon needs, could be:
 - transportation
 - serving on committees to help plan and conduct club events
 - attend 4-H club meetings as an assistant
 - phone calling
 - providing refreshments
 - other
2. Maintain record of volunteer hours served and duties performed and submit to 4-H office yearly

Advisor: 4-H Club Organizational Leader, Activity Leader or Program Leader

Benefits:

- ◆ Making a positive difference in the quality of the 4-H club meeting
- ◆ Potential skill enhancement
- ◆ Tax deductions
- ◆ Opportunity to advance to other volunteer roles with more responsibility

Qualifications:

- ◆ Strong interest in youth
- ◆ A willingness to help when needed

Time:

- ◆ Varies according to involvement. Usually three or four times a year.

Support Provided:

- ◆ Newsletters
- ◆ Leader training workshops
- ◆ County 4-H Extension Staff

APPENDIX M

4-H VOLUNTEER SERVICE DESCRIPTION

Co-Leader

Purpose: To assist the Organizational Leader in the guidance and running of a 4-H club. Will act as Organizational Leader in the event of the Organizational Leader's absence.

Responsibilities/Requirements:

1. Same as Organizational Leader if he or she is not present.
2. Assist during club activities where needed.
3. Attend leader trainings. At least one training per year is required.
4. Maintain record of volunteer hours served and duties performed and submit to 4-H office yearly.

Advisor: 4-H Club Organizational Leader

Benefits:

- ◆ Recognition as a leader and teacher of youth in your community
- ◆ Opportunity to develop skills in organization, teaching and communication
- ◆ Potential project skill enhancement
- ◆ Opportunity to participate in local, district, state and national leadership training
- ◆ Interaction with other exciting individuals working with youth
- ◆ Making a difference in a young person's life
- ◆ Tax deductions
- ◆ Opportunity to advance to Organizational Leader or other volunteer positions

Qualifications:

- ◆ Strong interest in youth
- ◆ Ability to communicate with adults and youth
- ◆ Flexible, future thinker and desire for fun
- ◆ Willing to work cooperatively with 4-H staff and other 4-H participants

Time:

- ◆ Varies according to club meetings and activities. At the minimum, two meetings a month. (i.e. one meeting and one learning activity)

Support Provided:

- ◆ Newsletters
- ◆ Leader training workshops on special project skills and leadership skills
- ◆ County 4-H Extension Staff
- ◆ Cooperative Extension Service and University of Florida educational materials



VOLUNTEER APPLICATION
(To be completed by 4-H Volunteers)

Name _____
First Middle Last

Mailing Address _____
Street City Zip

_____/_____/_____
Birth Date Driver's License Number Social Security Number

Phone: Day _____ Best time to call _____
Evening _____ Best time to call _____

Are you a 4-H alumnus? _____ Where were you in 4-H? _____
County/State

Have you ever been a 4-H Leader? ___ YES ___ NO If YES, how many years? _____

Where _____
City County State

Why are you interested in becoming a 4-H volunteer? _____

Do you prefer to volunteer directly with: () youth () adults () both

If you prefer to volunteer directly with youth, what grade level(s) do you prefer?
() Grades K - 2 () Grades 3-5 () Grades 6 - 8 () Grades 9-12

What time commitment do you initially desire? () 1-3 months () 3-6 months () 6-12 months

Previous Work or Volunteer Experience: (List current or most recent experience first)

<u>Employer or Organization</u>	<u>Position Title or Volunteer Role</u>	<u>Year</u>
---------------------------------	---	-------------

Skills, Training, Education

Have you been convicted of a criminal offense in the last seven years? ___YES ___ NO

Have been found guilty of a criminal offense even if adjudication was withheld?___YES ___ NO

Have you pled “nolo contendere” no contest ? ___YES ___ NO

If YES to any of the above, please give date, nature of offense and disposition: _____

A criminal record will not necessarily bar an applicant. A criminal record will be considered as it relates to specifics of the position for which you have applied.

REFERENCES: List two persons not related to you who have definite knowledge of your qualifications. Must have complete addresses.

Name _____ Phone _____

Address _____
City State Zip

Name _____ Phone _____

Address _____
City State Zip

I authorize contact of listed references. I understand that misrepresentation or omission of facts requested is cause for non-appointment as a Florida Cooperative Extension volunteer or for termination after appointment. If appointed as a volunteer, I agree to abide by the expectations of the Florida Cooperative Extension Service and to fulfill the volunteer responsibilities to the best of my ability.

Signature _____ Date _____19____

Return the application at your earliest convenience to assure prompt processing. Please contact us if you have any questions or wish further information.

Return to:

APPLICANT DISCLOSURE FORM

For Volunteers Working Directly With Youth

The Florida Cooperative Extension Service takes seriously its obligation to provide a safe atmosphere for all persons involved in youth activities. As you know, child abuse is of increasing concern to everyone. It is not our intent to discourage volunteers - after all, Florida Cooperative Extension Service depends upon your support. We do wish, however, to do what we can to assure the well-being of youth participants.

NOTE: By completing this form, applicants understand that an inquiry may be made to proper authorities to determine whether the applicant has any history relating to crimes against any person or child abuse.

Answer **YES** or **NO** to each listed item, if the answer is **YES**, explain in the area provided, indicating the charge or finding, the date and the court(s) involved.

1. Have you or anyone living at your residence ever been convicted of any crimes against persons listed as follows: Aggravated murder: first, second, or third degree murder; first or second degree kidnaping; first, second, or third degree assault; first, second, or third degree rape; first, second, or third degree statutory rape; first or second degree robbery; first degree arson; first degree burglary; first or second degree manslaughter; first or second degree extortion; indecent liberties, incest, vehicular homicide, first degree promoting prostitution; unlawful imprisonment; simple assault; sexual exploitation of minors; first or second degree criminal mistreatment?

ANSWER _____ IF YES, EXPLAIN BELOW:

2. Have you ever been found in any dependency action to have sexually assaulted or exploited any minor or to have physically abused or neglected any minor?

ANSWER _____ IF YES, EXPLAIN BELOW:

3. Have you ever been found by a court in a domestic relations proceeding to have sexually abused or exploited any minor?

ANSWER _____ IF YES, EXPLAIN BELOW:

4. Have you ever been found in any disciplinary board final decision to have sexually abused or exploited any minor or to have physically abused any minor?

ANSWER _____ IF YES, EXPLAIN BELOW:

I certify that the foregoing is true and correct.

Applicant Signature _____

Date and Place _____

Witness _____

Telephone of Witness _____

Address _____

Street

City,

Zip

Interview Report of Volunteer Applicant Interested in Working Directly with Youth

Volunteer's Name _____
LAST FIRST MIDDLE

Position Interviewed for _____

Date of Interview _____ Location of Interview _____

Name of Interviewer _____

Throughout the interview, consider how well the volunteer and position fit together. Consider how the volunteer listens and responds to the questions. **Choose one or more appropriate questions from the following areas:**

LEADERSHIP SKILLS

- (1) What experiences have you had in working with adults and youth?
- (2) What skills and qualifications do you have?
- (3) Describe how youth/others would view you as a role model?
- (4) How do you promote teamwork?
- (5) How will you involve parents/guardians in your program?
- (6) What previous leadership roles have you had in other organizations?
- (7) What kind of rewards do you need to stay motivated?

Comments:

HUMAN RELATIONS SKILLS

- (1) What kind of people do you find easy to work with?
- (2) How do you handle conflict?
- (3) How would you work with an upset parent/guardian or leader?
- (4) How do you handle criticism?
- (5) What kind of people do you find hard to work with and how do you handle that?
- (6) What kind of discipline techniques would you use with: disruptive youth, a youth who deliberately defies your request for cooperation, or a youth who consistently misses meetings without explanations.?
- (7) What experiences have you had working with people of different backgrounds?
- (8) How do you feel about working with people different from yourself? e.g., different racial or ethnic backgrounds, developmentally disabled, different socio-economic background.

Comments:

ADAPTABILITY

- (1) How do you deal with situations that do not go as you planned?
- (2) What situations cause you stress and how do you deal with these?

Comments:

ORGANIZATIONAL SKILLS

- (1) How do you manage your time?
- (2) What record keeping experiences have you had?
- (3) What experiences have you had organizing a group of youth and/or adults?

APPENDIX Q

- (4) Describe how you would help a group of youth come to a decision.
- (5) Describe instances when you have planned or conducted meetings.
- (6) Describe an ideal meeting.
- (7) Are you willing to attend training to assist you in your volunteer role?

Comments:

DEPENDABILITY

- (1) Describe one project for which you had responsibility from the beginning to the end.
- (2) What did you do when you were unable to complete a commitment?
- (3) Do you have available transportation if needed?

Comments:

COMMUNICATION SKILLS

- (1) What public speaking or writing experiences do you have?
- (2) How comfortable do you feel speaking in front of a group?
- (3) What makes a good listener?
- (4) What ways could you use to communicate with all the families in your club/project?

Comments:

UNDERSTANDING 4-H

- (1) What experiences should 4-H offer to develop youth?
- (2) What does 4-H mean to you?
- (3) What major things do you want to happen in 4-H?
- (4) Why do you want to be a 4-H volunteer?
- (5) What is your view on competition?
- (6) How important is winning to you?

Comments:

BASED UPON THE INTERVIEW, WOULD YOU RECOMMEND THE VOLUNTEER'S APPOINTMENT TO THIS POSITION? () YES () NO () UNCERTAIN

If no or uncertain, explain:

ANOTHER POSITION? (specify) () YES () NO () UNCERTAIN

TYPE: _____

ACTION OR FOLLOW-UP NEEDED: _____

Date : __/__/__ Signature of Interviewer: _____

REFERENCE FORM

(for phone or face-to-face interviews)

Volunteer's Name _____

Position Applied For: _____

Reference Name _____ Phone _____

Address _____
Street City, Zip

_____ is applying to volunteer with youth in a Florida Cooperative Extension program and has given your name as a reference. I would like to ask you some questions. Do you have a few minutes? (Explain the position the volunteer will be assuming).

1. How long have you known the applicant? _____

2. What is your relationship to the applicant? _____

3. Have you ever worked with the applicant in another volunteer capacity?
 YES NO

If yes, describe: _____

4. What strengths/weaknesses would the applicant bring to this volunteer position?

5. Does the applicant interact well with youth? YES NO

6. Does the applicant work well with persons of other races?
 YES NO

7. Would you place a youth for which you are responsible under this applicant's leadership?
 YES NO

8. Do you know any reasons why this applicant should not be considered for this volunteer position?
 YES NO

If YES, explain: _____

Thank you. I appreciate your assistance in helping The Florida Cooperative Extension Service select the best qualified applicant to serve in volunteer roles.

REFERENCE FORM

(for reference by mail)

For Florida Cooperative Extension Volunteer Position Volunteering Directly with Youth

_____ is applying to volunteer with youth in a Florida Cooperative Extension program and has given your name as a reference.

Adults in volunteer positions help youth have fun while learning new skills, increasing their abilities to work together, managing their own activities, and developing into productive adults.

The Florida Cooperative Extension Service seeks your assistance in selecting the best qualified applicant to serve in volunteer roles and will appreciate your prompt completion of this reference form.

REFERENCE FORM

(for reference by mail)

For Florida Cooperative Extension Volunteer Position Volunteering Directly with Youth

_____ is applying to volunteer with youth in a Florida Cooperative Extension program and has given your name as a reference.

Adults in volunteer positions help youth have fun while learning new skills, increasing their abilities to work together, managing their own activities, and developing into productive adults.

The Florida Cooperative Extension Service seeks your assistance in selecting the best qualified applicant to serve in volunteer roles and will appreciate your prompt completion of this reference form.

How long and in what capacity or position have you known the applicant? _____

Please use this checklist to evaluate the applicant's qualities. Use the following marking system:

E = Excellent G = Good F = Fair N = Not Known

Understanding of youth	_____	Dependability	_____	Flexibility	_____
Communication skills	_____	Sense of Humor	_____	Patience	_____
Ability to organize	_____	Sense of Fairness	_____	Initiative	_____
Respect for others	_____	Enthusiasm	_____		
Resourcefulness	_____	Ability to complete a task	_____		

Please share your impression and knowledge of the applicant's qualifications for the position by using specific examples where possible.

- Does the applicant interact well with youth? () YES () NO
- Do you think the applicant has the ability to work in a volunteer role with youth?
() YES () NO **With adults?** () YES () NO
- Does the applicant work well with persons of other races? () YES () No
- Does the applicant have the ability to handle money and/or records? () YES () NO
- Would you place a youth for which you are responsible under this applicant's leadership?
() YES () NO
- Do you know any reason this applicant should not be considered for this volunteer position?
() YES () NO

If yes, explain _____

Signature _____ Date _____

Return To:

APPENDIX S

SAMPLE 4-H VOLUNTEER APPOINTMENT LETTER

Dear _____ :

Congratulations and thanks! The _____ County 4-H program welcomes you to join us as (*Position title*). We look forward to having you as part of the team!

Enclosed is a packet of information that will begin your orientation. Please read over the material and call our office at _____ to schedule a personal orientation to help get you off to a great start. (*or list a time for a group session*)

Welcome aboard and we look forward to working with you.

Sincerely,

Juan Moretime
County 4-H Coordinator

Possible packet contents:

Volunteer Service description
County mission, vision, goals statements
Sampling of past county newsletters
Sample news articles of possible interest
Orientation/ training schedules
Contact information for volunteer mentors

Sample 4-H Denial Letter

Date _____

Dear _____:

Thank you for your interest in the _____ County 4-H program. Your application, interview and references have been processed. At this time, we do not have a position suitable to your skills and talents.

Again, thank you for your interest in our program. Please feel free to contact me if you have any additional questions.

Sincerely,

Cookie Baker
County Extension Agent

APPENDIX T

ADULT BEHAVIORAL GUIDELINES

Codes of Conduct, rules and printed lists of behavioral expectations for youth participants in 4-H programs have been around a long time. A more recent addition to Florida 4-H programs is a set of behavioral guidelines for adult participants. The following guidelines are a recommended set for use in counties. Your county may use a different form.

Whether exactly alike, or only similar, the behavioral guidelines have a common purpose....to help protect the youth participants from being affected by negative behavior of those we have chosen to be their leaders.

Families and other youth-serving programs place trust in the Cooperative Extension Service too provide quality leadership and care for participating youth. The opportunity to work with youth is a privileged position of trust that should be held only by those who are willing to demonstrate behaviors that merit this trust. For these reasons the following behaviors that merit this trust. For these reasons the following behavior guidelines are provided for volunteers working in the Cooperative Extension 4-H Youth Program.

1. Treat others in a courteous, respectful manner demonstrating behaviors appropriate to a positive role model for youth.
2. Obey the laws of the locality, state, and nation.
3. Make all reasonable effort to assure that 4-H youth programs are accessible to youth without regard to race, color, national origin, gender, religion, or disability.
4. Recognize that verbal and/or physical abuse and/or neglect of youth is unacceptable in 4-H youth programs and report suspected abuse to the authorities.
5. Do not participate in or condone, neglect or abuse which happens to 4-H youth participants outside the program and report suspected abuse to authorities.
6. Treat animals humanely and teach 4-H youth to provide appropriate animal care.
7. Operate motor vehicles (including machines or equipment) in a safe and reliable manner when working with 4-H youth, and only with a valid license and the legally required insurance coverage.
8. Do not consume alcohol or illegal substances while responsible for youth in 4-H activities nor allow 4-H youth participants under your supervision to do so.

Failure to comply with any of these guidelines may be reason for termination as a volunteer.

Volunteer Signature

4-H Agent Signature

APPENDIX U

REPORTING A WORKPLACE INJURY

If you are injured while volunteering you must:

1. Notify your volunteer supervisor immediately. You and/or your supervisor must contact the UF Workers' Compensation Office at (352) 392-4940, SC 622-4940, to complete a First Report of Injury or Illness (FRII) form. To expedite this process and remove the burden of paperwork, this form is completed over the phone by the Workers' Compensation Office. Even if you do not think you need medical attention, you should contact this office to complete this form.
2. If you require medical attention, contact the Workers' Compensation Office and advise the staff as to which authorized medical provider you wish to go to for treatment of your injury. Please do this prior to actually going to an authorized medical provider.
3. Remember to seek treatment only from an authorized medical provider as set forth in your Workers' Compensation Employee Handbook. If you are uncertain as to what procedures to follow, please contact the UF Workers' Compensation Office for assistance.
4. When you arrive at the authorized medical provider's facility, present the provider with your workers' compensation managed care identification card and/or a copy of your FRII form.
5. Provide your supervisor and the UF Workers' Compensation Office with medical documentation of your work status, and inform your supervisor and the Workers' Compensation Office of any subsequent changes.

Contact the Workers' Compensation Office:

- If you are uncertain as to which medical providers are authorized providers for your work unit.
- Concerning the recording of time while you are receiving workers' compensation benefits.
- For instructions if you are continuing to have medical problems related to your injury and need additional medical care.
- If your office/department has difficulty accommodating your authorized medical provider's release to perform modified duty work.

APPENDIX V

TRAINING WORKSHEET

Use this worksheet when you plan a volunteer training event.

1. Why is this training needed? _____

2. What are the objectives of the training? _____

3. How many will be trained? _____
What kind of people will they be? _____

4. What is the current level of skills or knowledge of these trainees? _____

5. What new skills or information will be taught? _____

6. How can I best help learners interact with the new information? Which of these methods would work best?

- | | |
|--|---|
| <input type="checkbox"/> Computer-Assisted Instruction | <input type="checkbox"/> Posters Records/Tape |
| <input type="checkbox"/> Lecturettes/Lectures | <input type="checkbox"/> Overhead Projector |
| <input type="checkbox"/> Role Play | <input type="checkbox"/> Charts |
| <input type="checkbox"/> Groups | <input type="checkbox"/> Chalk Board |
| <input type="checkbox"/> Audio-Visuals | <input type="checkbox"/> Graphs |
| <input type="checkbox"/> Movies | <input type="checkbox"/> Cassettes |
| <input type="checkbox"/> Flip Chart | <input type="checkbox"/> Video Tape |
| <input type="checkbox"/> Flannel Board | |
| <input type="checkbox"/> Slides | |

- | | |
|--|---|
| <input type="checkbox"/> Panel Discussions | <input type="checkbox"/> Demonstrations |
| <input type="checkbox"/> Tours or Trips | <input type="checkbox"/> Exhibits |
| <input type="checkbox"/> Team Teaching | <input type="checkbox"/> Brainstorming |
| <input type="checkbox"/> Case Study | <input type="checkbox"/> Simulation Games |
| <input type="checkbox"/> Observation | <input type="checkbox"/> Dramatization |
| <input type="checkbox"/> Skill Workshops | <input type="checkbox"/> Coaching |
| <input type="checkbox"/> Television | <input type="checkbox"/> Committee Work |
| <input type="checkbox"/> Correspondence Course | <input type="checkbox"/> Letters |
| <input type="checkbox"/> Site Visits | <input type="checkbox"/> Mentoring |

7. What printed resources will be needed?

- Publications of organization
- Other books & pamphlets
- Displays and charts
- Information brought to class by individuals
- Training manual
- Other (specify)_____

8. What audio-visual aids must I collect and prepare to use in the training?

- | | |
|--|---|
| <input type="checkbox"/> Flip charts | <input type="checkbox"/> Mentoring |
| <input type="checkbox"/> Overhead projector | <input type="checkbox"/> Sound/Slide show |
| <input type="checkbox"/> Movies | <input type="checkbox"/> Audio tape |
| <input type="checkbox"/> Video tape | <input type="checkbox"/> Chalk board |
| <input type="checkbox"/> Preprinted graphs, charts, etc. | |
| Specify:_____ | |
| _____ | |
| <input type="checkbox"/> Other (specify)_____ | |
| _____ | |

9. How long should the training last?_____

10. Who will conduct the training?_____

11. What should the training dates, timing, frequency and session length be?_____

12. What should be the content and sequence of training events? _____

13. Do I have a lesson plan? _____

14. What preparation do participants need? _____

15. What will be the cost of the program? (Do a budget) _____

16. How will the success of the training be measured? _____

This tool was adapted from Public Management 1979.

APPENDIX W

EVALUATION BY VOLUNTEERS

- | | YES | NO | |
|----|-----|-----|--|
| 1. | ___ | ___ | Do you receive adequate training for your role? |
| 2. | ___ | ___ | Do you have ample opportunity to have input into the operation of the program at the level in which you worked? In the overall county program? |
| 3. | ___ | ___ | Are you satisfied with conditions under which you fulfill your assignments? Were adequate resources provided, or were you helped in locating adequate resources? |
| 4. | ___ | ___ | Do you have satisfactory opportunities to discuss any problems which occur with the staff? |
| 5. | ___ | ___ | Are there any ways that cooperation between Extension employees and volunteers could be improved? If so, what? _____

_____ |
| 6. | ___ | ___ | Are decisions made fairly and with adequate information? |
| 7. | ___ | ___ | Does 4-H utilize your time to the best advantage? If not, how could this be improved? _____

_____ |
| 8. | ___ | ___ | Are there any additional areas relative to the administration of the program that you would care to comment about? _____

_____ |

APPENDIX X

STATE STATUTES REGARDING VOLUNTEERISM

110.501 Definitions.--As used in this act:

- (1) "Volunteer" means any person who, of his or her own free will, provides goods or services, or conveys an interest in or otherwise consents to the use of real property pursuant to ss. 260.011-260.018, to any state department or agency, or nonprofit organization, with no monetary or material compensation. A person registered and serving in Older American Volunteer Programs authorized by the Domestic Volunteer Service Act of 1973, as amended (Pub. L. No. 93-113), shall also be defined as a volunteer and shall incur no civil liability as provided by s. 768.1355. A volunteer shall be eligible for payment of volunteer benefits as specified in Pub. L. No. 93-113, this section, and s. 430.204.
- (2) "Regular-service volunteer" means any person engaged in specific voluntary service activities on an ongoing or continuous basis.
- (3) "Occasional-service volunteer" means any person who offers to provide a one-time or occasional voluntary service.
- (4) "Material donor" means any person who provides funds, materials, employment, or opportunities for clients of state departments or agencies, without monetary or material compensation.

110.502 Scope of act; status of volunteers.--

- (1) Every state department or state agency, through the head of the department or agency, secretary of the department, or executive director of the department, is authorized to recruit, train, and accept, without regard to requirements of the State Career Service System as set forth in part II of this chapter, the services of volunteers, including regular-service volunteers, occasional-service volunteers, or material donors, to assist in programs administered by the department or agency.
- (2) Volunteers recruited, trained, or accepted by any state department or agency shall not be subject to any provisions of law relating to state employment, to any collective bargaining agreement between the state and any employees' association or union, or to any laws relating to hours of work, rates of compensation, leave time, and employee benefits, except those consistent with s. 110.504. However, all volunteers shall comply with applicable department or agency rules.

APPENDIX X

- (3) Every department or agency utilizing the services of volunteers is hereby authorized to provide such incidental reimbursement or benefit consistent with the provisions of s. 110.504, including transportation costs, lodging, and subsistence, recognition, and other accommodations as the department or agency deems necessary to assist, recognize, reward, or encourage volunteers in performing their functions. No department or agency shall expend or authorize an expenditure therefor in excess of the amount provided for to the department or agency by appropriation in any fiscal year.
- (4) Persons working with state agencies pursuant to this part shall be considered as unpaid independent volunteers and shall not be entitled to unemployment compensation.

110.503 Responsibilities of departments and agencies.--Each department or agency utilizing the services of volunteers shall:

- (1) Take such actions as are necessary and appropriate to develop meaningful opportunities for volunteers involved in state-administered programs.
- (2) Comply with the uniform rules adopted by the Department of Management Services governing the recruitment, screening, training, responsibility, use, and supervision of volunteers.
- (3) Take such actions as are necessary to ensure that volunteers understand their duties and responsibilities.
- (4) Take such actions as are necessary and appropriate to ensure a receptive climate for citizen volunteers.
- (5) Provide for the recognition of volunteers who have offered continuous and outstanding service to state-administered programs.
- (6) Recognize prior volunteer service as partial fulfillment of state employment requirements for training and experience pursuant to rules adopted by the Department of Management Services.

APPENDIX X

110.504 Volunteer benefits.--

- (1) Meals may be furnished without charge to regular-service volunteers serving state departments, provided the

scheduled assignment extends over an established meal period, and to occasional-service volunteers at the discretion of the department head. No department shall expend or authorize any expenditure in excess of the amount provided for by appropriation in any fiscal year.

- (2) Lodging, if available, may be furnished temporarily, in case of a department emergency, at no charge to regular-service volunteers.
- (3) Transportation reimbursement may be furnished those volunteers whose presence is determined to be necessary to the department. Volunteers may utilize state vehicles in the performance of department-related duties. No department shall expend or authorize an expenditure in excess of the amount appropriated in any fiscal year.
- (4) Volunteers shall be covered by state liability protection in accordance with the definition of a volunteer and the provisions of s. 768.28.
- (5) Volunteers shall be covered by workers' compensation in accordance with chapter 440.
- (6) Incidental recognition benefits or incidental nonmonetary awards may be furnished to volunteers serving in state departments to award, recognize, or encourage volunteers for their service.
- (7) Volunteers, including volunteers receiving a stipend as provided by the Domestic Service Volunteer Act of 1973, as amended (Pub. L. No. 93-113), shall be covered by s. 768.1355, the Florida Volunteer Protection Act.

768.28 Waiver of sovereign immunity in tort actions; recovery limits; limitation on attorney fees; statute of limitations; exclusions; indemnification; risk management programs.--

(9)(a) No officer, employee, or agent of the state or of any of its subdivisions shall be held personally liable in tort or named as a party defendant in any action for any injury or damage suffered as a result of any act, event, or omission of action in the scope of her or his employment or function, unless such officer, employee, or agent acted in bad faith or with malicious purpose or in a manner exhibiting wanton and willful disregard of human rights, safety, or property. However, such officer, employee, or agent shall be considered an adverse witness in a tort action for any injury or damage suffered as a result of any act, event, or omission of action in the scope of her or his employment or function. The exclusive remedy for injury or damage suffered as a result of an act, event, or omission of an officer, employee, or agent of the state or any of its subdivisions or constitutional officers shall be by action against the governmental entity, or the head of such entity in her or his official capacity, or the constitutional officer of which the officer, employee, or agent is an employee, unless such act or omission was committed in bad faith or with malicious purpose or in a manner exhibiting wanton and willful disregard of human rights, safety, or property. The state or its subdivisions shall not be liable in tort for the acts or omissions of an officer, employee, or agent committed while acting outside the course and scope of her or his employment or committed in bad faith or with malicious purpose or in a manner exhibiting wanton and willful disregard of human rights, safety, or property.

APPENDIX Y

RULES OF DEPARTMENT OF EDUCATION DIVISION OF UNIVERSITIES UNIVERSITY OF FLORIDA

6C1-3.0031 ADMINISTRATIVE AFFAIRS: VOLUNTEERS

(1) Purpose and Definition

- (a) This rule provides general guidelines for the recruitment, screening, training, responsibility, utilization and supervision of volunteers rendering services to the University.
- (b) A volunteer is any person who, of his or her own free will, provides services to the University with no monetary or material compensation, on a continuous, occasional, or one-time basis.

(2) Responsibilities of Colleges, Schools, and Divisions

- (a) Each college, school, division, and operational unit is authorized and encouraged to utilize volunteers to assist in carrying out its programs. Deans, directors, and department chairs must coordinate the use of volunteers in their respective units. The responsibility for the recruitment, screening, training, utilization, and/or supervision of volunteers may be delegated to department chairs and heads of operational units.
- (b) Each department/operational unit shall record the number, location and duties of volunteers, and the total number of annual hours of volunteer service provided to the department. Such information must be maintained on file by each department/operational unit unless determined otherwise by the appropriate dean or director.
- (c) By July 15 of each year each department/operational unit must submit to the dean or director, for transmittal to the Director of the Division of Personnel Relations, a report about the preceding year containing the information required in subsection (2)(b).

(3) Screening, Acceptance and Benefits

- (a) Each person wishing to become a volunteer shall furnish to the appropriate department/operational unit such personal and professional information as may be necessary for the determination of his or her suitability as a volunteer. The department/operational unit seeking volunteer services shall be responsible for the screening and selection of volunteers.
- (b) Volunteers shall be advised that they are entitled to workers' compensation and state liability protection under the same conditions as state employees. Volunteers shall be eligible for the other benefits listed in sections 110.502 and 110.504 of the Florida Statutes only as approved by the college, school, division or operational unit.

(4) Training, Utilization and Supervision

- (a) Upon selection, the department/operational unit shall assign each volunteer specific tasks or duties and provide appropriate training. The services expected of each volunteer(s) should be provided to him or her in writing.
- (b) Each volunteer shall be supervised on a day-to-day basis by a staff member of the department/operational unit who has responsibility for the programs for which the volunteer was selected.

(5) Responsibilities of Volunteers – Termination

- (a) Volunteers shall be expected to perform their services in a professional manner and in accordance with the policies and procedures of the University.
- (b) Volunteer services may cease, at any time, at the request of the volunteer or at the discretion of the University. A notice stating the effective date of the termination shall be provided to the volunteer.

Florida 4-H Curriculum



Section Contents:

Components of an Effective 4-H Curriculum

- Project Experiences
- Supporting Events and Activities
- Recognition Opportunities

State Major Programs and Curriculum Responsibilities

Curriculum Development

- Elements of Good Design
- Experiential Learning Model
- Life Skills Model
- Recognition Model

Florida 4-H Curriculum

Components of an Effective 4-H Curriculum

The major components of effective 4-H youth curricula include:

“Project” Experiences These experiences provide a foundation for youth to gain knowledge and skills using a variety of printed materials, audio-visual materials and hands-on learning experiences. 4-H youth may participate in these experiences individually or in group settings.

“Events and Activities” are the supporting learning experiences that may provide youth with planned competitive or noncompetitive events. Many of the competitive events and activities provide a system of competition and incentives from county, district, state and in some cases, national levels of participation.

“Recognition Opportunities” provide an integral part of all 4-H experiences. Some type of recognition should be provided for all 4-H members.

What is the 4-H Curriculum?

The 4-H curriculum is *defined as the sum of all planned learning experiences*. This encompasses the sequence of all the knowledge and experiences we provide for youth through 4-H. This provides a *system* of educational experiences, including:

- ❖ the knowledge and materials provided through “projects”;
- ❖ supporting events and activities; and
- ❖ recognition opportunities for youth.

What the 4-H Curriculum IS NOT.

The 4-H curriculum is NOT just the printed project literature. For the most effective youth development outcomes through 4-H, a more comprehensive set of learning experiences must be available to youth. 4-H programs should strive to engage as many youth as possible in all elements of a effective 4-H curriculum. An effective county or statewide program should provide not only the project literature but support this with a broad set of supporting experiences and recognition opportunities

An effective curriculum is NOT just a series of contest experiences. This does not imply that having youth study and compete in a 4-H contest is not a valuable experience. It is just not the most comprehensive one. The goals of a truly effective curriculum should be to provide some educational project materials for the youth to use. What they learn and do through this serves as a foundation for the supporting contests and provides a basis for a broader set of achievement and recognition opportunities than merely a competitive experience.

An effective curriculum is NOT just focused on the youth. An effective curriculum provides for supporting educational materials and training for the professional staff, the volunteers, and the supporting resources necessary to effectively promote and manage the program.

Florida 4-H Curriculum

What is a 4-H Project?

A “project” is a series of learning experiences within an area of interest.

How Do 4-H’ers Learn Through “Project Experiences”?

They learn from the educational materials provided to them and completing activities in these materials to “learn by doing”. Additionally, they are encouraged to become engaged in supporting events and activities that focuses on sharing what they have learned with others. Demonstrations/illustrated talks and project exhibits are often considered cornerstones to helping youth further develop their knowledge and gain confidence and competence by sharing that information with others. Likewise competitive events provide many incentives, awards and recognition opportunities.

A variety of materials are designed to support the youth learning experiences. Here are some of the types of materials created to support a “project area”:

Volunteer leader guides are developed to help the adult volunteer or helper create a lesson plan to lead groups and individuals in 4-H activities centered around a specific project area. They usually contain several levels of activities to be used for different ages of members.

Member project manuals/workbooks either allow an individual to work on a project without direct supervision. This enables youth to participate and experience the material at their own pace or they follow along with the activities in the leader’s guides designed to be facilitated by an adult in a group project meeting. Regardless, member manuals should present material in a suitable and easily followed format for the specific age of the youth.

Recordbooks are used to teach youth to keep accurate records of their projects and to personally evaluate their project and accomplishments. They allow youth to track the project’s development and document project completion.

Florida 4-H Curriculum

Supplemental materials produced by 4-H include brochures, videos, and other educational tools such as hands-on learning labs or skill-a-thon kits. These supplemental materials support project group meetings or special clinics and workshops provided by adult volunteers or professional staff.

What are the 4-H Curriculum and Projects Areas?

Core 4-H Curriculum Program Areas and the State Major Programs

There are some basic or “core” 4-H curriculum areas that Florida 4-H supports for youth. These are in areas of :

- Animal Sciences
- Plant Sciences
- Science and Technology
- Environmental Education
- Individual and Family Resources
- Citizenship and Leadership Development
- Communication, Arts and Sciences

General organizational and volunteer development materials are also made available to support 4-H youth programs.

What’s the Connection between the Core 4-H Curriculum Areas and the State Major Programs?

Each of these core curriculum/program areas are supported by Extension State Major Program Design Teams. The corresponding Design Teams are:

- FL 711 Animal Science Youth Education
- FL 712 Plant Science Youth Education
- FL 713 Science and Technology
- FL714 Environmental Education
- FL 715 Individual and Family Resources
- FL 716 Citizenship and Leadership Development
- FL 717 Communication, Arts and Sciences
- FL 718 Organizational Development

Florida 4-H Curriculum

Go to:
<http://extensionsmp.ifas.ufl.edu/>
for the current 4- H Design
Team Information.

Who designs and manages the 4-H curriculum system?

The 4-H curriculum is designed, implemented and evaluated by a system of people.

The Program Development Committee oversees and advises the Florida 4-H Program regarding programming issues relating to policies, guidelines and procedures that are in the best interest of all county programs within the state. This committee is especially involved in curriculum issues related to 1) events or activities and 2) awards and recognition systems.

The State Major Program Design Teams oversee the overall curriculum development, implementation and evaluation within their program/subject matter areas. These 4-H curriculum areas and related design teams were listed on the previous page.

The Youth Development Faculty may have programmatic assignments to provide leadership in designated Curriculum/Program areas.

The Subject Matter Specialists have assignments to support the curriculum development for 4-H youth programs. This may be in response to identified needs by county faculty, design teams or initiated by their own interests and areas of expertise.

See the Faculty listings in SECTION ____ for a complete list of these faculty.

The 4-H Curriculum Specialist provides leadership support and expertise in curriculum and educational design to state or county faculty or design teams to effectively design educational curricula for youth programs in 4-H.

The County 4-H Faculty provide the ultimate leadership to this system by implementing the programs locally with the youth and volunteers. The county staff, with their Advisory Committees and local resources have the autonomy to provide existing programs or not for the youth they serve. They also may create their own curricula to meet local needs.

4-H Curriculum Program Areas and 4-H Project Areas

ANIMAL SCIENCES -The discipline of agriculture concerned with production and care of domestic animals.

A large animal project has been defined as.....

Restrictions

- AS** **General Animal Science** - (general, or specific species not listed below)

Livestock Judging (if youth is not enrolled in any species specific project and participates in this activity)
- BF** **Beef** - domesticated bovine developed primarily for the efficient production of red meat.
- DA** **Dairy Cattle** - bovine bred and developed chiefly for milk production.
- GO** **Goats** - meat and milk, hair/ milk processing
- HS** **Horse** - breeding, care, training for riding, pleasure or draft purposes. This would include basic horse science projects, horseless horse projects and horseback riding programs for handicapped youth.
- MS** **Meat Science** - The discipline of animal tissue used as food from the flesh of domesticated animals.
- PO** **Poultry Science & Embryology** - The discipline of domesticated birds kept for eggs or meat and the branch of biology dealing with poultry embryos and their development.
- PT** **Small Animal/Pocket Pets/Lab Animals** - Includes all other small domesticated animals raised and cared for not listed in any other categories. This includes cats, birds, snakes, and such animals for pets.

DG Dogs- breeding, care and training of domesticated animals, either for companion or for breeding.
- RA** **Rabbits/Cavies** - any of several small domesticated mammals related to ordinary hares or to rough-haired South American rodent in the Caviidae family, such as guinea pigs.
- SH** **Sheep**- care and feeding of either breeding or market animals of this specie.
- SW** **Swine**- care and feeding of either breeding or market animals of this specie.
- VS** **Veterinary Science** - The discipline and art of prevention, cure, or alleviation of disease and injury in animals.

4-H Curriculum Program Areas and 4-H Project Areas

**CITIZENSHIP AND
LEADERSHIP EDUCATION -**
preparation for roles as a member of
society, legal proceedings, public
policy and interrelations.

- CI** **Citizenship** (local, state, national) - understanding government and active participation in community life and community problem solving.
- CH** **Character Education** - exploring character development: respect, trustworthiness, caring, responsibility, fairness, citizenship or other elements of character.
- CS** **Community Development /Service** - acquiring personal skills and knowledge in the process of performing service for others through an organized program, followed by personal reflection. **Includes Community Service projects and issue-focused campaigns such as fighting hunger or homelessness, and disaster preparedness.**
- Ad Campaign** - all activities, committees, community service related to the National 4-H Ad Campaign.
- CU** **Cultural Education** including: programming involving cultural awareness, exploration, documentation, diversity/pluralism, or exchanges.
- Cultural Heritage/Awareness**-exploring cultural similarities and differences of the people next door, across town, or around the world.
- Diversity/Pluralism** - More than one culture, national origin, race, or creed.
- Exchanges** - Reciprocal visits and/or inbound or outbound delegates; not international.
- GE** **Global Education** - including; worldwide programming, international exchange programs for youth enrolled in 4-H.
- IG** **Intergenerational Programming** - educational efforts to link youth to another generation in a common cause.
- LD** **Leadership Skills Development** - development of qualities necessary to work with and through others to accomplish goals. Use of such projects as UNLOCK YOUR LEADERSHIP POTENTIAL and GROUP DYNAMITE would be reported here.
- VO** **Service Learning/ Volunteerism** - learning about the importance and nature of services done of one's own free will, for the benefit of others.

4-H Curriculum Program Areas and 4-H Project Areas

COMMUNICATION AND EXPRESSIVE ARTS - Skills of expressing, imparting, and conveying information to others.

CA Communication Arts - interchange of thought or information as a verbal or written message.

PA Performing Arts - communicating through action displaying a special skill as a public exhibition. Includes:

Clowning/Mime - entertaining through pantomime and/or role-playing acts.

Drama/Theater - performance and appreciation of acting.

Music/Sound - vocal and instrumental performance, appreciation, or theory.

LA Leisure Arts -Recreation - (general) learning to transform free time into self-discovery and personal fulfillment through knowledge of self and available alternative activities (ex: bowling, golf).

Arts or Crafts - knowledge or skill requiring some degree of manual dexterity in production of an aesthetic object. Includes: Drawing, Painting, Sculpting, Cake Decorating.

Hobbies and Collections - leisure interests which intensely absorb the individual's attention over a long period of time, such as enjoyable avocation, (making or doing) or the accumulation of objects gathered for study, comparison, or exhibition.

Woodworking and Industrial Arts - The disciplines associated with the processing and utilization of wood products; making and using technical plans; developing dexterity and familiarity with tools, machines and processes for construction and repair.

MA Media Arts - Includes all phases of photography, graphic arts, computer graphics, video and other current technologies used in communication media.

Writing/Print - journalism, written communication, creative writing, poetry.

Graphic Arts, Displays, Exhibits

Photography/Video

PU Public Speaking-Speaking/Radio/TV - demonstrations, public speaking, illustrated talks, preparing programs for radio and/or TV. This would include TROPICANA Public Speaking programs.

4-H Curriculum Program Areas and 4-H Project Areas

INDIVIDUAL AND FAMILY RESOURCES - personal development of the individual, consumer oriented, family-related skills.

CD Child Development, Child Care, and Babysitting - Projects related to childcare, babysitting and includes self-care projects like ON MY OWN AND OKAY.

CT Clothing and Textiles - Includes all areas of clothing related projects. Selection and care of clothes, clothing construction, modeling and fashion revue activities.

CTC Clothing Construction - Includes projects that relates to sewing and clothing construction.

CTS Clothing Selection - Includes learning about personal coloring, design basics, wardrobe planning, shopping strategies and fabric care.

CE Consumer Education, Money Management and Economic Education - includes all projects related to managing resources, consumer choices and decision making, consumer rights and responsibilities. Credit, banking and money management.

Money Wise - money management project series.

FN Foods and Nutrition - foodstuffs, their preparation, and the act of being nourished by wholesome, sustaining food substances.

EFNEP - Expended Foods and Nutrition Education Program for youth. *Note: use the FN code for project and change the Federal and State Initiative codes if EFNEP youth.*

Team Nutrition - provides nutrition education for youth and families through local partnerships. Schools serve as a base with the involvement of school meals staff integral to the program.

FP Food Nutrition Preparation - projects that focus primarily on the preparation of foods or techniques of food preparation, for example, projects relating to bread-baking or using the microwave.

FS Foods Science Safety - related to protection and immunity of foodstuffs and diet, including safe food handling.

Food Preservation - maintaining, perpetuating, and safeguarding foodstuffs.

4-H Curriculum Program Areas

and 4-H Project Areas

- HE Home Environment** - includes projects related to housing improvement, home furnishings, equipment selection, use and care of appliances and accessorizing a home.
- HD Human Development--** human development across the life span and the maintenance of well-being.
Includes:
- Talking with TJ** - TJ Series 1 focuses on teamwork, TJ Series 2 focuses on conflict resolution designed for young people 7-9 years old.
- Parenting and Family Life Education** - projects and programs using such materials as **HEART-TO-HEART** and **CHOICES** that focus on adolescent-parent interaction or teen parenting.
- HL Health-** projects and programs related to a way of life or state of health for mind and body. Includes the following types of health education projects/programs:
- Chemical Health** - the effects of chemical substances and alcohol on one's physical or mental well-being.
Smoking Cessation - implementation of smoking cessation program, (ex. HOT - hazards of Tobacco).
Mental and Emotional Health - related to self-understanding, self- and stress management, and interpersonal relationships.
Physical Health - related to the body's well-being and wholeness.
Fitness and Sports - learning about, or participating in, vigorous exertion of any kind.
Home Nursing, First Aid/CPR - programs focused on management and care of the ill at home, emergency care, and preparation.
Sexual Health - understanding and learning about human sexuality, AIDS education, and teen pregnancy prevention.
- PD Personal Development** - (general) expanding knowledge of self, and capabilities such as exploring self awareness, values and ethics, responsibilities, friendship, interpersonal communication, decision making, problem-solving and goal setting.
- SA Safety** - programs/activities/projects that affect being secure of protected from hurt, injury, harm or loss.
Seatbelt and Automotive Safety - (including seatbelts, air bags, or other safety devices).
Bicycle Safety - includes helmet safety, riding safety (mechanical aspects of bicycles, maintenance would be reported under mechanical sciences).

4-H Curriculum Program Areas and 4-H Project Areas

**ENVIRONMENTAL
EDUCATION AND EARTH
SCIENCES** - general studies of
human life and its relationship to
other life forms on earth and the
physical, biological, and chemical
environments.

EE Environmental Education/Stewardship - (general) cultivation of a personal commitment to responsible resource management that contributes to the quality of life for present and future generations. This includes knowing about and caring for the environment, and applying this concern through responsible action for the rest of our lives.

ES Earth Sciences (earth, water, air)- studies that address mostly physio-chemical aspects of the environment; the lithosphere (geology, mineral), hydrosphere (water), and atmosphere (weather and climate). For example, EARTH CONNECTIONS and SOIL, WATER, LAND projects would be recorded in this category.

Soils and Soil Conservation - studies of soils as plant growth media, construction materials, and naturally occurring bodies. Soils represent the place where earth's crust, the atmosphere, living things, and water are most intimately mixed.

GM Geology and Minerals - studies of sedimentary, igneous, and metamorphic rocks, minerals, and geologic processes through earth's history.

WE Weather and Climate - studies of local or regional atmospheric phenomena occurring over the short term (weather) as well as long-term trends which are expressed as regional climates.

EN Entomology and Beekeeping - the discipline of zoology that deals with insects.

EG Energy (general, home, farm, transportation) - exploration of the basic principles of thermodynamics and physics and how these principles apply to energy use in a variety of settings.

4-H Curriculum Program Areas and 4-H Project Areas

- FO Forestry** - studies of forested lands used for timber production, recreation, wildlife habitat, and watershed. Includes project LEARNING TREE.
- ME Aquatic/Marine Science** - The discipline relating to sea life and its management. Includes project WET.
- Aquaculture** - hydroponics and the cultivation of the natural produce of water, such as fish, crayfish, etc
- OE Outdoor Education/Recreation** - Experiences that involve being in, using, enjoying, or interpreting the natural environment. Includes:
- Shooting Sports** - use of firearms and archery equipment to facilitate personal goal setting, sportsmanship, confidence, and safety. Shooting sports are perceived as a starting point for other environmental education areas.
- Adventure/Challenge** - outdoor activities that challenge the human spirit and body, such as hiking, primitive camping, survival training, orienteering, and ropes courses.
- WL Wildlife Ecology** - studies of wildlife species in terms of life history, geographic distribution, bio-diversity, habitat, human utility, management, aesthetic values. Project WILD would be reported under this category.
- WM Waste Management** - consideration of the waste stream from extraction or harvest of raw materials through enviroshipping to disposal by land filling or incineration. Waste management includes waste reduction, composting, re-use, recycling, waste-to-energy, waste stabilization, and disposal.
- Recycling** - the purchase of materials with recycled content and diversion of materials back to useful processes with the goal of reducing energy use, reducing consumption of natural

4-H Curriculum Program Areas and 4-H Project Areas

resources, and decreasing waste going to landfills and incinerators.

Composting - transformation of organic waste to a useful mulch or soil amendment.

Household Hazardous Waste - family-generated solid waste or refuse containing materials that are ignitable, corrosive, reactive, or toxic.

WR Water Quality and Conservation - studies of the “universal solvent” that makes life possible, including; water supply and uses, the water cycle, water conservation, and water pollution. Includes projects such as WATER WISE GUYS and HOME A-SYST.

4-H Curriculum Program Areas and 4-H Project Areas

CAREER DEVELOPMENT AND WORKFORCE

PREPARATION- relating to individual career exploration and personal decision-making relating to workforce skills.

WP Workforce Preparation - learning about alternatives in jobs, permanent callings and professions, the expectations and rewards of each, and workforce preparedness.

WOW! Wild Over Work - exploration of workforce preparation skills for young people 5-12 years old.

Dreamcatchers - exploration of workforce preparation skills for young people of middle school age.

Pathfinders - exploration of workforce preparation skills for young people of high school age.

Entrepreneurship, Business, and Marketing - study of principles underlying commerce, merchandising, and entrepreneurship. YESS!
Mini-Series

4-H Curriculum Program Areas and 4-H Project Areas

PLANT SCIENCE - The discipline of the Plantae kingdom. Includes vegetables, herbs, greenery or foliage, trees, vines, shrubs and any other specific plant oriented project.

PS Plant Science - Projects related to the following areas of knowledge and skills.

Crops/Weeds - (Crops): A plant product grown and harvested for profit or consumption; (Weeds): Plants which interfere with the growth and production of more desirable plants.

Flower Gardening/House Plants - Desirable plants cultivated for their appearance and/or ornamentation either outdoors, indoors, in or out of container, either as a hobby or as a business.

Ornamental Horticulture - Plants cultivated primarily for landscaping an aesthetic purposes.

GR Gardening - Fruit/Vegetables - Desirable plants cultivated for their production of edible herbs, fruits, flowers, or vegetables.

4-H Curriculum Program Areas and 4-H Project Areas

SCIENCE AND TECHNOLOGY - Applied knowledge, expertise and disciplines attained through study or practice concerned with the physical world.

ST Science/Technology Literacy - Ability to understand applied knowledge and expertise of the physical, biological or chemical sciences. This would include predominantly science oriented projects/programs such as:

Series - Simply Science (Specific 4-H program, originating in California). Simply Science is the Michigan adaptation.

SPACES - Outer Space (Science and Technology components of a specific 4-H program, originating in Michigan.) Record non-science SPACES enrollments by their subject.

Technology and Engineering - Applied science to achieve a practical purpose through inventing, planning, or manipulation.

AR Aerospace - Physical science that deals with flight, the earth's atmosphere, and space.

AT Astronomy - The science of the celestial bodies and of their magnitudes, motions and constitution

AU Automotive - Four wheeled vehicles designed for passenger transportation.

BI Bicycle - Human powered two-wheeled vehicles.

CT Computer Technology - The applied science related to or concerned with programmable electronic devices that can store, retrieve, and process data.

EL Electric or Electronic Projects - Related to, or operated by electricity. Electronics projects relate to or use devices constructed or working by the methods of physics or the principles of electronics or electrons, e.g. robotics or ELECTRONIC GAME BOARDS

SE Small Engines, Tractors and Field Equipment - Apparatus used for agricultural production and/or lawn or garden application.

4-H Curriculum Program Areas and 4-H Project Areas

MISCELLANEOUS

AG GENERAL AGRICULTURE - agricultural projects and activities that could incorporate both plant and animal topics.

Ag In the Classroom - In-school exploration of food and agricultural sciences.

EX Exploring 4-H - general introductory curriculum for youngest participants; including 5 to 8 year old programming. (Ex. Discovering 4-H, Just Outside the Door, Family Celebrations).

GE General Club/Organizational Development - general 4-H resources that support youth program development, i.e. record-keeping, club program planning, officer materials and such.

Curriculum Development

There are certain premises which impact the process of 4-H curriculum development and implementation.

When developing 4-H curricula, it should be:

- ★ focused on issues which have greatest impact upon youth.
- ★ designed to be youth centered (life skills) versus merely subject-matter centered.
- ★ designed experientially as the most effective way to teach people.
- ★ developed, implemented, and evaluated with youth and volunteers involved in the process.
- ★ research-based to best impact youth.
- ★ designed to be volunteer-led allowing for maximum adult-youth interaction.
- ★ designed to enhance youth involvement within families and communities.
- ★ designed to be delivered non-formally holding the interest of youth and allowing flexibility of programming.
- ★ should be designed to be implemented via multiple delivery systems, other educational institutions, organizations and agencies to comprehensively serve youth in our local communities and state.

Elements of Good Curriculum Design

When curriculum is defined as any planned sequence of learning experiences, a curriculum for youth development education has two major components. First, the curriculum has content or subject matter upon which the planned sequence is built. Second, the curriculum has a method or a set of principles that guides the design of the learning experiences. The synergy of content and the design methods promotes learning and competence in life skills critical for the healthy development of young people.

A Life Skills Model for Youth Development Programming

The “Life Skills Model” is an educational model that focuses curriculum development and youth programming toward the skills and competencies 4-H’ers gain as a program result/outcome. A diagram of the model is presented on the following page. When developing 4-H curricula the design should identify the life skills that can be developed, enhanced or strengthened through the subject matter content focus.

The Subject-Matter or Content

The subject matter or content topic of the materials is often the “vehicle” through which we develop the life skills and competencies of youth. It is also the “hook” that meets a particular interest of young people and can even be the reason they joined 4-H. The latest research-based information focused on issues of great interest to youth is woven into the curriculum design.

The Experiential Design

Experiential methods of learning are most commonly associated with youth development education programs in nonformal settings. These methods emphasize exploration and critical thinking and focus not only on learners doing work, but on sharing, processing, analyzing, and applying the understandings or skills gained. This method is a powerful approach for learning life skills essential to socialization, skills that rely on interaction and demonstration over time.

Curriculum Development

Experiential design is more than having an experience. There must be a purpose behind what you are doing that is connected to subject matter or life skills.

An Experiential Model for Effective Teaching and Learning Experiences

The Experiential Model(see diagram on the next page) illustrates the cooperative teaching-learning process that is the goal of 4-H curricula. The model uses the following steps.

Steps Within the Experiential Model

Experience - Begin with concrete experience. This can be an individual activity or a group experience, but it involves "doing something." The learning experience will most likely take place when the experience is unfamiliar or a first-time activity for the learner, when it pushes the learner beyond any previous performance levels, is uncomfortable, and when it includes the risk of failure.

Share - Next, get the participant(s) to talk about the experience. Share reactions and observations. Let the group talk freely. Acknowledge ideas; listing them visually is helpful. Allow time for volunteers to share responses. Encourage group members to answer questions posed by others. Avoid having the leader answer questions.

Process - Discuss how themes, problems and issues are brought out by the exercise. Speak to specific problems and issues that the group discovers from the exercise or recalls from personal experiences. Look for recurring themes and list them with the group. Have small groups discuss and report back, have a panel discussion, or generate ideas individually on 3" x 5" cards.

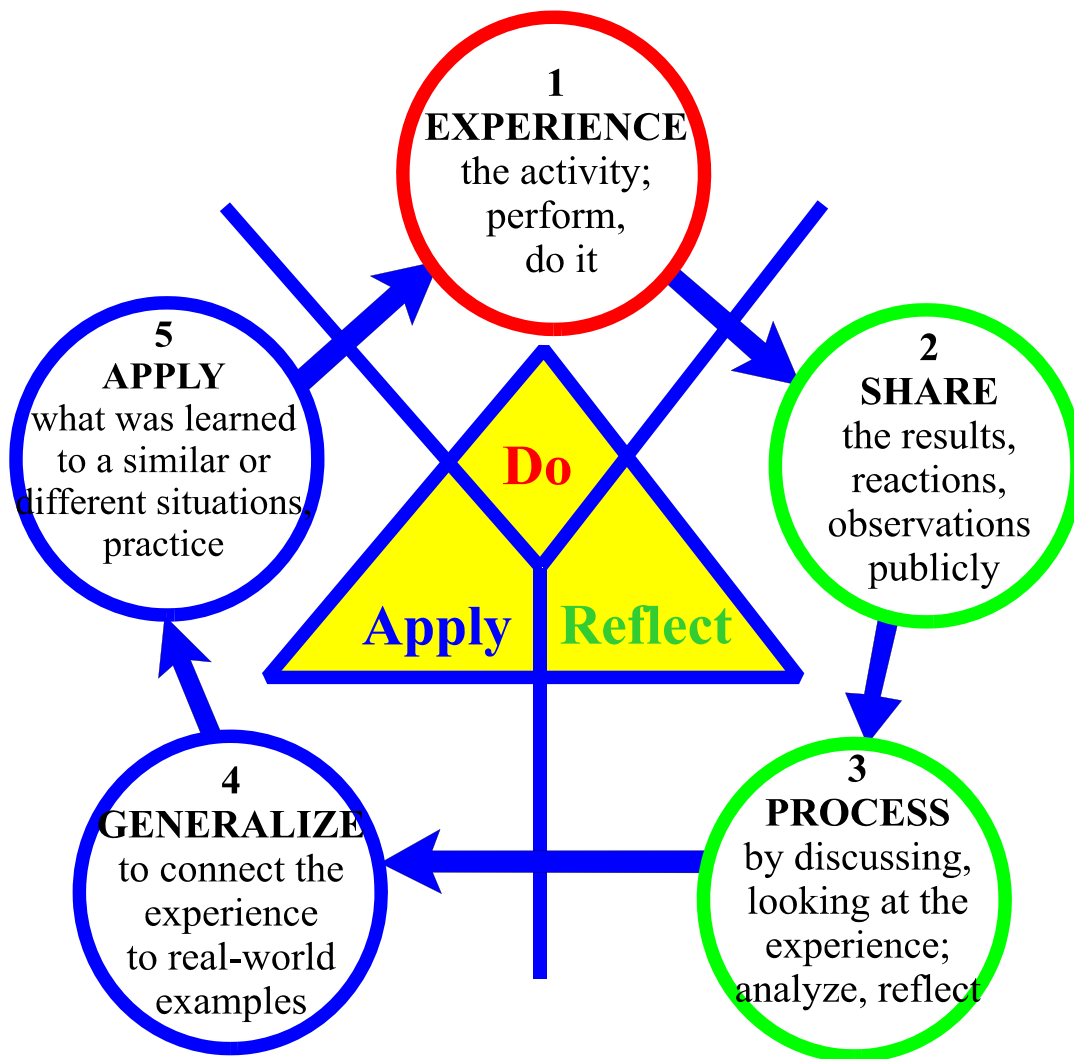
Generalize - Find general trends or common truths in the experience. Draw out and identify the principles that are important - those that apply to "real life," not just the activity. This focuses on the key messages. List key terms that capture the lessons. Identify situations where the principles apply.

Curriculum Development

Apply - Concentrate on how the new learning can be applied to everyday situations. Discuss how issues raised by this activity can be useful in the future. Describe how more effective behaviors can grow out of what is learned. Write personal goals for behavior changes, take turns solving problem situations in groups of two or three, or role-play situations that show how new behavior is learned. Each individual should feel a sense of ownership for what is learned.



An Experiential Model for Effective Teaching and Learning Experiences





Life Skills Model

Life skills are built into 4-H project materials to help participants become contributing, productive, self-directed members of society. By consciously incorporating these skills along with specific subject-matter skills, 4-Hers are able to build skills they can use for the rest of their lives. Most 4-H experiences build on life skills centered on positive self-esteem, communication and decision-making, citizenship and leadership, learning how to learn and the ability to cope with change.

This model provides an extensive array of skills that can be used in developing effective curriculum and thus youth competencies.

For more complete or detailed information go to ____.



Curriculum Development

Recognition in 4-H

Reviewing some basic philosophies about recognition that are based on research can help those individuals using recognition become effective. Some basic philosophies about 4-H recognition are:

- ★ Recognition is a basic human need.
- ★ Recognition must build positive self-esteem
- ★ A balance between intrinsic (intangible) and extrinsic (tangible) recognition is essential.
- ★ Recognition should be a part of all 4-H learning experiences.
- ★ Appropriate recognition takes many forms.
- ★ Adult support is essential.
- ★ All 4-H members need to be recognized at some time.
- ★ Recognition is more meaningful when it occurs soon after it is earned and in front of significant others.
- ★ Appropriate recognition for individual 4-H members varies with their stage of development, past experiences, family lifestyle, community and cultural heritage.
- ★ Opportunities for self-assessment and reflection are needed to allow youth to learn and grow.
- ★ 4-H members should be permitted to exercise individual choices in learning and participation.
- ★ A balance among all forms of recognition is essential for
- ★ 4-H programs at all levels.

From the very beginning of 4-H, recognition has been a part of its educational program. Recognition is used to encourage and support learning toward helping youth become capable and competent adults. In addition, appropriate recognition builds positive self-esteem and self-reliance.

Although Extension professionals and 4-H volunteers regularly use recognition, recognition efforts need to be continually reviewed to evaluate if the desired goals are being achieved.

Curriculum Development

An important idea to remember is that different people have different needs in terms of recognition. Some 4-H members prefer extrinsic awards, such as winning a prize or getting recognition from someone. Others seek intrinsic personal recognition, like status or the self-satisfaction of having done a job well.

For example, Mary wants to win a trip to the state fair, so she works hard on her photography project and enters her photos in a contest. On the other hand, Billy works just as hard on his photography project and does not plan to have his pictures judged. He is rewarded by knowing that he has taken photos that express his feelings about wildlife. Both 4-H members are motivated to excel and do excel, but for different reasons. Billy and Mary have learned similar skills and something about themselves – they just respond to recognition differently.

When 4-H members attempt a task, they should receive appropriate recognition.

The following model for recognizing youth and adults has been nationally adopted by the 4-H program. It presents a balanced approach to effectively using recognition as a way of motivating 4-H members. A comprehensive 4-H recognition program includes five types of recognition, or recognition for five types of accomplishments. Each type of recognition is unique in the way it motivates young people and recognizes their achievements. A balanced recognition program is needed in the local club or group, at the county level, and on the state and national levels.

Recognition in 4-H

A brief explanation of each part of the recognition model follows:

Participation

For some youth - especially beginners, low resource, or youth with disabilities - just participating in a 4-H educational program is a significant accomplishment. Recognizing youth for participating tells youth that they are important, significant people because they have been part of a 4-H learning experience.

Curriculum Development

Progress toward self-set goals

The second type of recognition is recognizing young people for the progress they are making toward their set goals. Progress toward goals should be recognized no matter how large or small the accomplishment.

Achieving Standards of Excellence

One way to measure skills 4-H members have learned is to use established standards of excellence as guidelines. Recognition for meeting as standard can be available to 4-H members of all ages and in all kinds of projects and activities where standards have been set.

Excelling in Peer Competition

This type of recognition encourages a competitive spirit and is an outgrowth of contests where individuals seek to be better than other participants. Peer competition should always be voluntary in 4-H.

Excellence in Cooperation

Recognition of young people who work cooperatively to learn and achieve goals is a part of the recognition model. When young people cooperate, they examine their own differences and explore solutions beyond their own individual ideas.

4-H Recognition Model



4-H Events and Activities



Section Contents:

Overview of 4-H Events and Activities

Types of Events

Competitive Events in Florida

Non-Competitive Events in Florida

Criteria for Participation

Event Management

Guidelines in Planning Events

Procedures for Out-of-County Youth
Participation

Code of Conduct and Disciplinary Procedures

Recognition in 4-H

Appendices:

- A. Definition of 4-H Open Shows
- B. Planning Calendar for 4-H Program Year
- C. Florida 4-H Events and Activities Handbook (4HVOM 70)

4-H Events and Activities

The Florida 4-H Program offers a wide range of both competitive and noncompetitive events to support the county 4-H programs. This section will describe these event opportunities as well as the management procedures, guidelines and policies needed for county participation in district, state, and national events.

County, district, state, and national Events offer many exciting opportunities ranging from educational conferences, workshops, and camps to competitive exhibitions, public speaking, demonstrations, and judging events.

References/Websites:

Florida 4-H Events Website:
<http://4h.ifas.ufl.edu>

National 4-H Website:
www.4h-usa.org/4h/4h.htm

The Goal of 4-H Events

All 4-H events should foster a stronger educational 4-H program by providing physical, mental, social, and emotional growth experiences for individual 4-H members. Events should give 4-H members positive, meaningful experiences in leadership and citizenship development.

Provide A Balance Between Competitive and Noncompetitive Events

Historically, competitive events were a keystone of the 4-H program. The early days of contests for the best corn as a means to get public awareness of new hybrids and canned tomatoes introducing safe canning practices are 4-H legacies. As times have changed so has 4-H to meet the interests and needs of all youth.

Competitive events do not appeal to all youth so county 4-H programs should also offer non-competitive, cooperative learning activities in a balanced, informal educational program. Many of these noncompetitive events also have a long history with 4-H as they strive to enhance young people's leadership and citizenship opportunities.

Florida 4-H Calendar of Events and Activities

An annual calendar of district, state, and national 4-H events is distributed at the beginning of the 4-H year. This is an accurate source for event dates, deadlines, and contact people. For the most current copy check the Florida 4-H homepage.

Types of 4-H Events

There are a variety of events that may be competitive or noncompetitive.

Competitive Opportunities

The following list describes those most often designed and implemented in a competitive system.

Demonstration or Illustrated Talk

A “show and tell” presentation using posters and other visual aids.

Public Speech

A presentation without the use of any visual aids.

Exhibitions

Exhibits can be by individual project work (ex. photos, woodworking, clothing, food products, poster art, etc) or group exhibits (club/county council fair booths) showcasing achievements and accomplishments resulting from 4-H participation.

Animal shows, fashion revues or talent contests are variations of exhibitions that may incorporate a standard for the product but also incorporate the youth involvement in showing, modeling or performing..

Record Books or Project Portfolios

Completion of 4-H projects is often exhibited in the form of an annual project record book or a portfolio representing a 4-H'ers cumulative history of 4-H work.

Essay Writing

This is another type of demonstration of performance of knowledge and experiences gained through 4-H that is offered in some project areas.

Quiz Bowls

A team activity where 4-Hers test their knowledge in a subject matter area against another team of 4-Hers.

Judging Events

An activity in which a team of 4-H members test their knowledge about a particular project area against other 4-H teams. Current areas of competition include: Horse, Livestock, Poultry, Land, Dairy, Meats, Forestry, Consumer Choices, Marine, Wildlife, Horticulture, and Agriculture.

Skill-a-thons

Individual or team event that tests youth knowledge and skills within a subject matter area. Hands-on demonstration of knowledge/skills is the goal of skill-a-thons.

Types of 4-H Events

Noncompetitive Events

Summer Residential Camp

An educational, fun camping experience at one of the state 4-H camps.

NOTE: Going to camp may be considered an activity for youth previously enrolled or it may also be a method of reaching and enrolling youth as identified previously in TYPES OF MEMBERSHIP.

Day Camps

A series of non-residential camps, usually conducted at the county level. They may be subject-matter specific or general camp experiences introducing youth to a variety of 4-H topics.

Specialty Camps/Institutes

Refers to a subject specific camp or educational event (horse, marine, bug, etc.) that usually requires previous experience in the subject matter prior to participation.

Community Service

Refers to an individual or group activity providing services to others/community development project of one's own free will. All youth in 4-H are encouraged to engage in service learning projects.

Exchange Trips

Reciprocal visits of youth at the club, county, state or international level.

County, District, State 4-H Councils

Group leadership skills are practiced by 4-H youth through a county, district and state council system. A council is an elected representative group of 4-H members who meet, discuss, plan and assist in carrying out 4-h programs and activities of interest

to the membership. For more information on the Florida 4-H Council check out the resources on the 4-H homepage or review the 4-H Council Handbook (publication 4HGCL44).

Competitive Events

Competitive events are a planned part of the 4-H curriculum, designed to allow youth to:

- gain experience and develop skills in gathering, preparing, and presenting educational information.
- enhance decision-making capabilities.
- make public presentations.
- learn standards by which comparisons are drawn.
- develop good sportsmanship.

Your Role in Developing and Using Competitive Events

Competitive events are just one of the many teaching methods used by 4-H leaders and Extension agents. You are encouraged to keep competitive events in the proper perspective, making sure the event or award does not become an end in itself. The emphasis should be placed on providing an educational experience for the 4-H'er and not on the importance of winning an award. It is imperative that we, as agents, realize that the "real winner" is the 4-H'er who learns something about being a more responsible member of society.

County, District, State, and National Competitive Events

Competitive events within the 4-H Program occur at county, district or area, state, and regional or national levels. Most competitions require some qualifying level of participation. This progression may be one of the following:

county ⇒ district ⇒ state
county ⇒ district ⇒ state ⇒ national
county ⇒ state

4-H Horse Shows:

county ⇒ area ⇒ state ⇒ regional

How do you know what events are held and the qualifying requirements?

The *Florida 4-H Program Events and Activities Handbook* is produced bi-annually and outlines the rules under which all 4-H district and state events and activities are conducted. It may also serve as a guide for conducting club and county events. Copies of this publication (4HVOM 70) are available in quantities for use by your 4-H volunteers, parents and youth.

Competitive Events

Resources:

Planning and conducting 4-H events can be a challenging task. The *Guidelines for Extension Agents in Planning and Conducting 4-H Events* is a publication sent to 4-H Agents every year to help with the coordination of competitive events and activities. Any questions concerning 4-H events should be directed to the State 4-H Events Office.

For a complete listing of the times and dates and when they typically are held review the *Florida 4-H Events and Activities Handbook* and the *Florida 4-H Calendar of Events*. The time and location of some State events are subject to change from published ones. If there are questions regarding dates contact the Florida 4-H Events Office or the specialist -in-charge listed as the contact person in the Florida 4-H Calendar.

When and Where are Competitive Events Held?

Many of the competitive events provide a system of competition and incentives from the county, district, state and national levels. This system of competitive events generally requires previous levels of qualifying participation. In Florida, these events are conducted and referred to as the following:

County Competitive Events

Competitive Events can be held throughout the year with one level of qualifying preceding the next. The Calendar of Events provides the detailed listing of these but a simplified version to help get the sequence around the typical 4-H program year is identified in the appendices of this section.

Most counties have a “County Events Day” to conduct demonstrations and speeches held in a contest setting for Juniors and Seniors in various categories. The County Events Day may include all competitive events that require County qualifying prior to the next District level or other days may be planned at the county level for a particular event. Ribbons are awarded and judges give evaluative comments. Qualifiers for the District level events are selected at the County level.

District Events Day

District Competition in the demonstration and speech categories occur at what is usually referred to as the “District Events Day”. Events held in each district may vary somewhat and may not be limited to speeches or demonstrations/illustrated talks but may include all competitive events that require a District qualifying level prior to State. Senior qualifiers in these areas will go on to compete in state level competition, typically occurring during State 4-H Congress. Check the *Florida 4-H Events and Activities Handbook* for age criteria.

State Competitive Events

State level competitive events are either held in conjunction with Florida 4-H Congress the last week in July or at other designated times during the year.

Competitive County, District, State and National Events

Demonstrations or Illustrated Talks

Animal Sciences

General Animal Science
Companion Animals
Horse
Veterinary Science

Citizenship, Leadership, Communication Arts, and Career Exploration

Career Exploration, Citizenship,
and Leadership
Leisure Arts/Recreation
Media Arts

Environmental Education

Aquatic and Marine Environment
Earth Connections
Energy
Forests and Other Terrestrial
Environments
Plant Connections
Waste Management

Individual and Family Resources

Clothing
Consumer Education, Family
Economics, and Home Management
Foods and Nutrition
Food Preparation
Food Science and Safety
Housing and Home Environment
Human Development
Health
Safety

Science and Technology

Mechanical and Electronic Science
Petroleum Power and Small
Engines

General Category

Listed below are those events held on the District, State,
or National Level. Each county is responsible for
choosing those events which will complement their
educational program.

Judging and Other Events

Animal Sciences

Agricultural Judging
Dairy Goat Judging
Dairy Judging
Dairy Poster Contest
Dairy Quiz Bowl
Dairy Awards of Merit Program
Florida State 4-H Youth Dog Show
Hippology Contest
Hog-n-Ham Program
Horse Bowl
Horse Public Speaking Contest
Horse Judging
Livestock Judging
Meats Judging and Identification
Poultry Judging

Citizenship, Leadership, Communication Arts, and Career Exploration

Photo Exhibit
Poster Art Program
Public Speaking Contest - General
Share-the-Fun Program

Environmental Education

Beekeeping Essay Contest
Forest-Ecology Judging
Horticulture Identification and Judging
Land Judging
4-H Marine Ecology State Event
Wildlife Judging Event

Individual and Family Resources

Florida State Fair Fashion Show
State 4-H Fashion Revue
Consumer Choices
Seatbelt Safety Poster Contest

Science and Technology

Automotive Driving

Miscellaneous Events

Poultry BBQ Contest

Non-Competitive 4-H Events

Non-competitive events usually refer to educational programs that are not competitive in nature (i.e. do not incorporate competitive activities *during* the event. However, in some cases, participation is limited and competitive selection procedures are employed to determine participation.

For a complete description and participation criteria of the event, please refer to *Florida 4-H Program Events and Activities Handbook*.

Your Role in Developing and Conducting Non-Competitive Events

As the professional educator, you should plan, organize and conduct additional educational programs to support youth and adult learning experiences within your county program. An effective 4-H youth program at the county level should provide a variety of opportunities for youth to gain knowledge, skills and aspirations within the program areas you have as state/county major programs. Extending and providing enrichment opportunities to 4-H youth beyond their local 4-H club or classroom experiences is one of your primary educational roles.

Non-Competitive State/National Educational Event Opportunities

State and National educational events (listed below) are conducted annually by the 4-H Youth Development Office or through Program Specialist leadership. They are designed to accomplish specific educational objectives to support 4-Hers' further achievements within the targeted program areas.

Animal Sciences

Horsemanship Schools
Dairy Quiz Bowl Camp
Southeastern Regional 4-H Youth Dairy Retreat
National 4-H Dairy Conference

Citizenship, Leadership, Communication Arts, and Career Education

Ambassador Weekend
Florida 4-H Congress
Florida 4-H Legislature
Florida 4-H Residential Summer Camp
Citizenship Washington Focus
National Youth Congress
National 4-H Conference
Exchange Trips
4-H Volunteer Leader Forums

Environmental Education

4-H Bug Camp
Environmental Ed-Venture Camps
Florida 4-H Marine Institutes

Criteria for Participation in 4-H Events and Activities

Copies of these forms may be obtained from the 4-H Homepage or ordered from IFAS EDIS publication system.

County, District, State and National Event Criteria

There are several types of criteria that youth may need to meet for participation in some events. These criteria are referred to as:

- ❖ General 4-H Participation Criteria
- ❖ Age Participation
- ❖ Program/Project Specific Criteria & Guidelines

General Participation Criteria

In order to participate in County, District, State, and National 4-H events and activities, a youth must already be a Florida 4-H member. Therefore, any enrollment/membership requirements must be satisfied before 4-H'ers become involved in supporting events and activities.

General Regulations for 4-H Members in District, State, or National Events

A participant must:

- be enrolled in the 4-H project, related project, or activity area for the event entered.
- meet any other regulations pertaining to the specific event or activity entered.
- have submitted the 4-H Member and Parent Agreement/Code of Conduct and Discipline Procedures Form signed by parent or guardian.
- have 2 copies of a completed, signed, and notarized Health Form.

For further information regarding these required forms see the section on PROGRAM MANAGEMENT PROCEDURES.

Additional County Criteria

Any county specific criteria relating to general participation in events and activities should be determined by the local County 4-H Advisory Council.

Criteria for Participation in 4-H Events and Activities

Age Criteria

Age requirements can vary for each of the 4-H events and activities held within the state. Age regulations are designed to give youth involved in 4-H events and activities the optimum experience in their respective programs. It is important for one to be aware of the various age requirements for 4-H'er participation in 4-H activities and events.

Eligibility for enrolled 4-H'ers (those who've met previously stated enrollment criteria) is determined by the youth's age as of September 1 of the current program year for which he/she is enrolled.

Levels of Participation by Age

4-H'ers 5-7 years of age

Children under 8 years of age are *ineligible* to participate in competitive activities at any level (club, county, district, state, national, or international). 5-7 year olds may exhibit or share project activities at a participation level (for feedback), against a predefined standard. "Participation" awards may be given to this group, but not "placings".

Additionally, 4-H'ers 5-7 years of age are not eligible to participate in any large animal project or activities which involve direct contact with the animal.

Junior Participants

Any 4-H'er 8-12 years old as of September 1 of current 4-H year is considered a junior.

Senior Participants

Any 4-H'er 13-18 years old as of September 1 will be considered a senior. For some regional and national events the minimum age may be 14. The upper limit for 4-H participation in Florida is upon graduating from high school or upon completing the program year activities following their 18th birthday.

Information on age requirements for specific events can be found under the summary of the event published in the Florida 4-H Events and Activities Handbook.

Criteria for Participation in 4-H Events and Activities

Program Specific Criteria and Guidelines

Program specific criteria and additional guidelines for project specific state competitive events and activities can be found in *Florida 4-H Program Events and Activities Handbook*. A summary of **some** of these criteria are:

Project Enrollment

Many of the supporting events and activities require that 4-H'ers have previous experience in project-related learning situations prior to being involved in a certain event. **Competitive events generally require 1) enrollment at least 30 days prior to the event; and 2) youth to have completed one year of 4-H work, including the current year, prior to participating in a competitive event.**

Attire

As part of any District or State event, proper conduct and dress by 4-H participants, leaders and agents is important. It is requested that local leaders and Extension agents make sure that proper attire is being worn by all county representatives. Appropriate dress means that clothes are neat, clean and modest. For some events, dress codes are published and distributed with registration packets.

Green and white fashions are appropriate for the event, however, youth will not be penalized in competitive situations if green and white attire is not available.

Exhibitions

Exhibition at county, area, state fairs or other exhibition events may have specific criteria and entrance requirements separate from the 4-H program. The two criteria that have been in question in past years relate to livestock and horse shows that use GPA entrance requirements and ages differing with 4-H policies.

The following situations should clarify the Florida 4-H policies and provide faculty with guidelines when faced with these situations.

Criteria for Participation in 4-H Events and Activities

Grade point average (GPA) cannot be a criterion for entry into any 4-H event.

Grade Point Average

The RAISE Bill, passed in 1984, states "In order for a student to be eligible to participate in interscholastic, extracurricular student activities, he/she must maintain a 1.5 (GPA) grade point average on a 4.0 scale, or its equivalent, for the semester immediately preceding participation." Several Fair Boards have adopted this rule as one of the conditions for youth participation in 4-H livestock shows and sales.

While the Florida Cooperative Extension Service (FCES) supports the law's intent, i.e., to improve student academic performance in high school, there are several reasons why FCES cannot preclude participation in 4-H livestock programs on the basis of GPA:

1. 4-H in Florida is not an extracurricular student activity conducted by the schools. 4-H is the community-based educational program of the University of Florida conducted in cooperation with USDA and county governments. Thus, 4-H livestock shows are designed as an important component of the 4-H educational experience and are not a school related extracurricular activity.
2. 4-H must make its programs available to all youth 5-18 years of age as set forth in the rules of the State Department of Education, Department of Universities, (see revised copy of rules), and USDA non-discrimination criteria. To use other criteria as a basis for participation is viewed as illegal.
3. Privacy of information laws state that student records are not open to non-school personnel, including county faculty, without student and/or family approval. Thus, county 4-H faculty are not in a legal position to monitor or enforce the GPA rule.

Criteria for Participation in 4-H Events and Activities

Livestock and Horse Shows

If 4-H is a partner with the Fair Board or sponsoring organization in planning, implementing and evaluating the livestock show and sale:

1. 4-H'ers 5-7 years of age are ineligible to enroll in any large animal projects (sheep, goat, swine, beef, dairy, llama, ostrich, or horse) or participate in any livestock or horse shows. A 4-H'er must be 8 years of age at the beginning of the current 4-H program year (SEPTEMBER 1) to be eligible to enroll in a large animal 4-H project and to own a large animal.
2. The GPA rule may not be used as a criterion for participation.

If 4-H is not a partner with the Fair Board or sponsoring organization in planning and conducting the program and these groups choose to control participation involving children under 8 years of age, using GPA or other criteria not acceptable to 4-H, then 4-H members may be invited to participate as private citizens. The sponsoring organization will be responsible for monitoring GPA or other participation criteria. *In this instance, the cooperating organizations may not use the 4-H name and emblem in the title of the event or any promotional or fund raising activities.*

Definitions and Policies for Conducting 4-H Sponsored Open Shows

4-H sponsored open shows, often used as fundraisers by 4-H at the club or county level, have a set of policies and guidelines that were adopted by the Program Development Committee (PDC) on November 1, 1996 with approval by Extension Administration. A complete copy of these guidelines can be found in the appendix. The defined policy guidelines are:

1. both 4-H and non 4-H youth can participate; adults can participate;
2. youth participation criteria will be consistent with 4-H participation policies;

Criteria for Participation in 4-H Events and Activities

3. policies and procedures for adult participants from an appropriate source such as American Quarter Horse Association will be used;
4. state liability protection will apply to Extension employees and 4-H volunteers planning and managing the event; Extension employees and 4-H volunteers may not be wantonly careless or negligent;
5. all parents or guardians of youth participants and the adult participants will sign appropriate registration forms and waiver of liability statements, as this show is not a part of the sustained 4-H educational program;
6. benefits from the show must be for 4-H; finances can be handled through a 4-H fund or foundation; shared sponsorships can be arranged;
7. the County Extension Director and appropriate/assigned Extension agent or specialists have overall responsibility when 4-H volunteers plan and conduct the show; other organizations and volunteers may also be involved;
8. the liability protections granted by the state for state employees, agents, and volunteers do not necessarily extend to non-state volunteers or other organizations.

How are State Events Created and Managed Within the 4-H Program?

The events are evaluated annually and programming suggestions are received from county personnel, state event committees, specialists, or the Florida 4-H Council. The programming emphasis may change from year to year, but the primary objectives remain essentially the same.

4-H Event Management

Guidelines for Extension Agents in Planning and Conducting 4-H County Events

Planning and conducting 4-H events can be a challenging task. The *Guidelines for Extension Agents in Planning and Conducting 4-H Events* is a publication sent to 4-H Agents every year to help with the coordination of competitive events and activities. Any questions concerning 4-H events should be directed to the 4-H Events Office.

The section on 4-H PROGRAM MANAGEMENT PROCEDURES outlines a variety of other considerations you need to conduct and follow as you plan 4-H events. Please review that section carefully as you begin event planning.

Management Procedures for Out-of -County Youth Participation in Florida 4-H Programs

Management procedures for youth participating outside of the home county are very important and help to insure the health and well being of 4-Hers. These procedures include:

- ❖ Code of Conduct and Discipline Procedures,
- ❖ 4-H Member and Parent Agreement (includes statement of risks and liability)
- ❖ Health Record Form, and
- ❖ The County Extension Agent Responsibility Form.

The forms are required for youth participation in out of county 4-H events and activities. A copy of these forms and explanations of use can be found in the section on PROGRAM MANAGEMENT PROCEDURES but current copies should always be obtained from the 4-H website:

[//http:4h/ifas/ufl/edu](http://4h/ifas/ufl/edu)

Recognition Opportunities in 4-H

Awards and Recognition

Awards, when used wisely, are an important tool within the 4-H program providing incentives and recognition to deserving 4-H members. A variety of award opportunities exist for 4-H members and volunteers individually, or as group awards for clubs/councils.

Award entries are usually determined at the county level and certified by the County 4-H Extension agent(s). Eligibility and regulations at the county level are at the discretion and leadership of the local Extension professionals in concert with their local advisory committee(s). However, state and national regulations must be adhered to for entries at these respective participation levels.

Florida 4-H Awards and Recognition Handbook

This handbook provides information on awards programs which are arranged specifically for Florida 4-H members and volunteers by state and national donors. The majority of the handbook addresses eligibility and regulations that govern participation in these award programs. Sections are updated annually as needed. **Originals of forms and judging sheets for county, district, and state events are also contained in the *Florida 4-H Awards and Recognition Handbook*.**

Resources for Events

In summary, the Florida 4-H Program supports a wide variety of programs beyond the county level. For specific information about programs offered, participation guidelines, and eligibility, there are a number of publications you can consult. Check to make sure you can find office copies of all the publications mentioned in this section.

APPENDIX A

DEFINITION: 4-H SPONSORED OPEN SHOWS

For the University of Florida's Cooperative Extension Service to maintain environments for youth programming that are age and developmentally appropriate and consistently safe for school-age youth, their families, program partners, 4-H volunteers, and Extension employees the 4-H Sponsored Open Show, most frequently a 4-H fund raising activity, is defined as:

- ◆ both 4-H and non 4-H youth can participate; adults can participate;
- ◆ youth participation criteria will be consistent with 4-H participation policies;
- ◆ policies and procedures for adult participants from an appropriate source such as American Quarter Horse Association will be used;
- ◆ state liability protection will apply to Extension employees and 4-H volunteers planning and managing the event; Extension employees and 4-H volunteers may not be wantonly careless or negligent;
- ◆ all parents or guardians of youth participants and the adult participants will sign appropriate registration forms and waiver of liability statements, as this show is not a part of the sustained 4-H educational program;
- ◆ benefits from the show must be for 4-H; finances can be handled through a 4-H fund or foundation; shared sponsorships can be arranged;
- ◆ the County Extension Director and appropriate/assigned Extension agent or specialists have overall responsibility when 4-H volunteers plan and conduct the show; other organizations and volunteers may also be involved;
- ◆ the liability protections granted by the state for state employees, agents, and volunteers do not necessarily extend to non-state volunteers or other organizations.

Adopted: November 1, 1996



UNIVERSITY OF
FLORIDA

Institute of Food and Agricultural Sciences
Cooperative Extension Service





PLANNING CALENDAR FOR TYPICAL 4-H PROGRAM YEAR

Month	4-H Activities
September	
October	
November	
December	
January	
February	
March	
April	

May	
June	
July	
August	

4-H Camping



Section Contents:

Florida 4-H Camping

Philosophy & Camping Goals

Benefits of Camping

Camp Locations & Facilities

General Information and Procedures for Using Florida 4-H Camps

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Health and Safety Procedures

Appendices:

A: (All) County Faculty Responsibilities

B: Agent in Charge/Camp Coordinator Responsibilities

C: Health and Safety Coordinator Job Description

D: Cabin Counselor Job Description

E: Injury/Illness Insurance

F: Instructions for Handling Insurance Claims

CAMPING

FLORIDA 4-H CAMPING GOALS

EDUCATION

Youth learn new skills and test new ideas in a non-threatening environment. Special attention is given to individual interests and rate of progress.

GROUP LIVING

Youth learn how to live and work with a small group of their peers, cooperatively making decisions that affect the group.

ADVENTURE

Youth experience adventure and challenge not usually found in daily home life.

OUTDOORS

Youth develop an appreciation of their natural environment and experience direct contact with the out-of-doors.

SELF IMAGE

Youth accept new responsibilities in leadership, conquer fears, practice new skills, and discover individual differences in an environment that reinforces the value of each person.

INDEPENDENCE Youth develop independence and self assurance.

FRIENDS

Camp provides a place for youth to make new friends.

ADMIRATION

Youth develop meaningful relationships with admired and trusted adults and older teens.

FUN

Youth have the opportunity to play and develop healthy leisure habits.

ENVIRONMENT

Youth develop an awareness of the environment and a sense of their interconnectedness with the natural world.

Florida 4-H Camping Philosophy

Camping is an educational method used to extend informal, subject-matter-based learning experiences to youth and adult audiences. Residential camps include general member experiences, special interest programs, and family opportunities. State residential facilities are used for a variety of programs in addition to 4-H camping. Teen retreats, volunteer development institutes, and faculty in-service education programs are often conducted at the facilities. The reason these groups use the camp facilities is based in the belief that they too can benefit from the attributes afforded in the camping environment.

The main purpose for providing 4-H'ers with a camping experience is to enrich their total personal development. The available learning sites include forests, fields, water courses, and other natural and man-made phenomena. Use of these ecosystems should be maximized since they provide unique opportunities for youth to study in a firsthand manner. Because agents and staff take on the responsibilities of a 24-hour day, there is a greater range of learning that can take place than during regular programming. Every contact with the 4-H'ers is viewed as an educational opportunity - including the tasks of daily living, the scheduled classes, and the recreational opportunities.

Although the goals of camping are encompassed by the goals of the total 4-H educational program, there are five that are especially important:

- Understanding self and others.
- Respecting and enjoying nature.
- Applying knowledge, skills, and attitudes to real life situations.
- Living safely and healthfully outdoors.
- Developing lifelong environmental interests.

Benefits of Camping

- Camping in all of its various formats is one of the most effective educational methods to achieve the 4-H youth development mission.
- Camping supplements all county 4-H programs.
- Camping reinforces learning experiences provided in groups, club, and county settings.
- Camping promotes the "learn by doing"

approach.

Florida 4-H Centers/ Camping Facilities

Cherry Lake 4-H Center
(904) 929-4429

Cloverleaf 4-H Center
(941) 465-4884

Ocala 4-H Center
(352) 759-2288

Timpooshee 4-H Center
(850) 897-2224

Resources:

“The University of Florida’s Camping and Conference Centers” A videotape Publication #4HGCV1, 9 minutes.

The University of Florida’s 4-H Camping Program Videotapes. A Welcome to:

Camp Cherry Lake #4HGCV2

Camp Cloverleaf #4HGCV3

Camp Ocala #4HGCV4

Camp Timpooshee #4HGCV5

Each tape is 12 minutes.

“Camp Ocala 4-H Center” Brochure. University of Florida Cooperative Extension #4HGCB1 2pp

“Camp Cloverleaf 4-H Center” Brochure. University of Florida Cooperative Extension #4HGCB2 2pp

There are four (4) 4-H Centers as camp facilities operated and managed by the State 4-H Youth Development Office. Each 4-H Center has a resident director listed below. Maps to the camps may be located on the 4-H website.



Cherry Lake 4-H Center

Resident Director: Neva Baltzell
3861 NE Charry Lake Circle, Madison, Florida 32340
campcherrylake@gmail.com

Cloverleaf 4-H Center

Resident Director: Steve Cooper
126 Cloverleaf Road, Lake Placid, Florida 33852
campcloverleaf@gmail.com
Camp Cloverleaf is located 7 miles south of Sebring, off Highway 27 on Cloverleaf Road.

Ocala 4-H Center

Resident Director: Shawn Baltzell
18533 NFS 535, Altoona, Florida 32702
campocala@gmail.com
Camp Ocala is located 4.5 miles south of the intersection of State Routes 40 and 1, and is 12 miles north of Altoona.

Camp Timpooshee

Resident Director: Jennifer Williams
4750 Timpooshee Lane, Niceville, Florida 32578
camptimpooshee@gmail.com

General Information and Procedures for Using Florida 4-H Camps

Reference:

“Florida 4-H Camp Operating Guidelines.” University of Florida Cooperative Extension Publication #4HGC- 01, 76pp.

Use

Florida 4-H Camps are open to all organized youth and adult groups regardless of race, creed, religion, color, sex, or country of national origin.

Availability

Facilities are available throughout the year. During June, July, and August priority scheduling is given to Florida 4-H County Camping Programs.

Rates

Charges for the facilities are assessed at the current rate for services. Current rate schedules are available upon request.

Scheduling

Request for use of a 4-H Camp facility can be made through contacting the Resident Director at each facility.

Prior to the reservation date a user contract will be forwarded. This contract must be signed by the person responsible for requesting the reservation and returned within 10 days. A non-refundable deposit equal to 10 percent of expected charges must be attached.

Written notification of changes in attendance or services will be accepted up to 10 calendar days prior to the beginning reservation date. Starting 10 days prior to reservation date, charges will be assessed based on original contract amount.

The organization and the person signing the contract will be held responsible for all damages to property and equipment during the contract period. Repair or replacement charges are calculated at prevailing labor and material costs. Improper behavior or abuse of property will cause forfeiture of the privilege to use 4-H facilities.

A check or money order for the contractual balance should be given to the Resident Director upon check-in at the facility. For your protection we prefer payment **not** be made in cash. Make check payable to the Florida 4-H Foundation.

Who's Who At Camp

Camp Staff

All positions are expected to help with final camp clean-up and participate actively as a team player. They are also expected to be familiar with 4-H and help with flag, campfire, candle lighting and other ceremonies

Camp Staff Provided by State 4-H Office

State 4-H Office coordinates and fills several positions for 4-H camp staff. These positions are maintained throughout the summer and, for certain positions, year round. They are trained specifically in youth camping and safety. While these positions are provided, agents must still provide a health and safety coordinator and cabin counselors.

Resident Director

This position is responsible for the management, cleanliness, and well being of the camp. They are also responsible for the rest of the staff at camp.

Summer Program Coordinator

The Summer Program Coordinator assists in the training of camp staff, coordination of activities for the summer programs, and are responsible for the overall summer camp program.

Waterfront Director/Assistant Director

This position manages waterfront repairs and maintenance while also working with campers on water programs and educational activities. They are also responsible for a waterfront emergency plan.

Requirements: Current Lifeguard Certification Required. Current Red Cross Water Safety Instructor's Certificate Recommended.

Program Specialist - Naturalist

The Naturalist is responsible for developing environmental and outdoor education programs and activities. They are also responsible for the inventory and maintenance of naturalist program materials.

Program Specialist - Recreation

This position is responsible for implementing recreational programs consistent outdoor recreation curriculum. They are also responsible for the inventory of craft and recreation program supplies.

Camp Staff Provided by County Groups Health and Safety Coordinator

County Faculty Responsibilities

Camp Advisory Committees

Each of the four facilities has a camp advisory committee to provide input in the programming and facility development. These advisory committees consist of 4-H faculty that use the site. Meetings are held three to four times per year. Additional information and a complete description of the committee and its responsibilities can be obtained from the state 4-H Camping Office .

Camp Counselors

Extension faculty are the key to a successful camp program. They promote participation, coordinate programming, and arrange staffing and training. They also oversee camper health and safety and manage financial details for the camp period. Much pre-planning time and effort is required to make camp an educational as well as developmentally successful experience for all involved. A detailed listing of County Faculty Responsibilities is located at the back of this section.

When two or more counties conduct the camping program cooperatively, or an individual county has more than one agent involved in conducting the camping program, one agent should be identified as the **Camp Coordinator**. If only one agent is attending camp, that person will serve as Camp Coordinator. The name of the Camp Coordinator should be submitted to the State Camping office as soon as determined.

The Camp Coordinator has specific responsibilities. All agents should be aware of these responsibilities and lend their support and cooperation wherever possible. An outline of these responsibilities is located at the back of this section.

Although county planning groups may use different methods, these outlines of responsibilities include the items common to a successful camp program.

Visitors and Resource People

You are welcome to invite visitors and resource people to participate in your camping program. Be sure that the Resident Director is notified at least 24 hours in advance of the arrival of guests. If more than ten guests will be present for meals, this information should be communicated at least two weeks before the camping session to allow for necessary food ordering adjustments. All camp users are expected to register and pay regular fees. The County Camp Coordinator/Resident Director is responsible for monitoring the presence of visitors and collecting or paying for their expenses.

County Faculty Responsibilities

Camp Planning

Prior to the camping season each camp committee should receive a worksheet for requesting use of the 4-H facilities. (See Appendix). Accurate computation of numbers and costs is important. The Resident Manager will use the numbers provided to order food quantities for your camp, secure the services of additional kitchen and maintenance personnel, and budget for recreational and educational equipment.

Additional programming information will be sent to each county prior to the camp season. This packet will contain information on the types of programs and activities available from the camp staff for the summer. A program/activity worksheet is included and must be completed by the counties participating in a particular week. These worksheets should be returned to the camp facility and one copy to the State 4-H Office at least three weeks prior to the beginning of encampment.

Fee Structure

The Florida 4-H camp fee is assessed on a per unit basis, i.e. the cost of meals (breakfast, lunch, dinner), lodging, equipment use, program staff, and insurance. These fees represent the operating budget paid for upkeep and maintenance of the facility, food costs, and salaries of support personnel. These fees are generally set by a cooperative effort with the individual camp advisory committees and the 4-H State Office.

Fees for use of the camp facilities are to be paid on or before the conclusion of the camp week. The fees as determined through worksheet planning are payable to the Camp Manager in care of the Florida 4-H Foundation. Special charges (guest charges, damages, materials supplied, etc.) are due prior to leaving camp. Special arrangements for payment of fees after the camp experience must be made with the State 4-H office well in advance of the camp date.

Criteria for Camp Participation

Attendance Criteria

The scheduled Summer Camp program is designed to accommodate youth of 4-H programs age 8-18, with appropriate adult volunteer and professional staff serving as chaperons and providing program support.

The age of 4-H'ers for camp attendance is determined by September 1 of the current program year.

The program must be provided on a nondiscriminatory basis and as such is open to all persons without regard to race, color, sex, or national origin.

It is suggested that a camper to adult ratio be considered as you plan for camp. A recommended ratio is one adult to ten-fifteen youth.

4-H Camp Registration Form

Each county must fill out a 4-H Registration form listing all campers (youth and adult) indicating their age, sex, and race. It is suggested that this form be filled out in duplicate. One copy will be given to the Resident Director at arrival at camp and the other should be kept on file by the county. This form is essential for insurance coverage and summary reports.

Health Records Form

Each camper (adult and youth) must have a health form while at any of the State 4-H camps. This form should show:

- (a) the person to notify in case of an emergency
- (b) any special health problems of the individual
- (c) statement of understanding (release) and authorization for medical treatment.

The Health Form can be found in Appendix of the section entitled PROGRAM MANAGEMENT PROCEDURES. It must be signed by a parent or guardian for each minor age camper. It **MUST BE NOTARIZED** and brought to camp. Failure to complete and present this form may result in delay or refusal of care by a doctor or hospital in the event of an emergency. All forms should be retained by the Health and Safety Coordinator for the duration of the camp and a copy must remain at the camp after participation by the county.

Making Your Camp Stay More Enjoyable

A Checklist for Agents

Prior to Arrival

1. Confirm contract numbers and any special requests for camp stay with the Resident Director. Requested deviations from standard menus may result in additional charges to the user group.
2. Collect all notarized health and permission forms.
3. Secure appropriate check/money order to present upon arrival.
4. Review "Guidelines for Using Camp" and clarify questions with support personnel.
5. Each member of the user group should be provided with a list of suggested items to bring - especially linens and toilet articles.

Arrival

1. The Camp Coordinator/Agent-in-Charge of the user group should meet with the Resident Director upon arrival to coordinate responsibilities.
2. A pre-camp inspection should be made by the Camp Coordinator/Agent-in-Charge and the Resident Director.
3. A current waterfront certification card must be presented to the Resident Director for supplemental waterfront personnel provided by the user group.
4. Review and explain policies and guidelines for using the camp to all members of the user group. The Resident Director or Summer Program Coordinator are available to assist with this activity.
 - a. Storage of food and eating in cabins is prohibited.
 - b. Non-prescription drugs, firearms and fireworks are not permitted on the camp grounds.

Making Your Camp Stay More Enjoyable

A Checklist for Agents

- c. Pets are not permitted in camp in compliance with state health regulations.
- d. Smoking is not permitted in the buildings.

During Camp

1. All food in the dining hall will be prepared by authorized food service personnel. Preparation or use of food outside the dining hall requires prior authorization.
2. Standard mealtimes are 7:30 a.m., 12 noon and 5:30 p.m. These may be varied by one half hour to suit programming needs. Please arrange these variances with the Food Service Supervisor well in advance of arrival.
3. Assistance in maintaining the camp in a clean and orderly fashion is appreciated. Improper behavior or abuse of property may result in a loss of camping privileges.
4. All waterfront activities must be supervised by an individual holding a valid Life Guard Training or Water Safety Instructor Certificate.
5. Fires are permitted in designated areas only and must be carefully controlled and extinguished.
6. Camp telephones are for emergency use only. Pay phones are available for personal calls.
7. For the safety and respect of campers, quiet hours are established between 11 p.m. and 7 a.m. Your cooperation is appreciated.
8. For camper safety appropriate clothing is requested for activity and season.
9. Chaperons responsible for the supervision of children must be provided by the user group.

Preparing to Leave

A post camp inspection should be made by the Camp Coordinator/Agent-in-Charge and the Camp Manager.

General Summer Camp Rules

1. The possession or use of alcoholic beverages, non-prescription drugs, and/or narcotics either inside or outside the camp boundaries is just cause for immediate dismissal.
2. The malicious destruction or theft of personal or 4-H property may result in immediate dismissal with simultaneous notification of police and parents. Each group is responsible for the care of all equipment and must pay for damages to facilities, as well as, damaged, lost, or otherwise missing equipment.
3. All campers should participate in and follow the planned program. Each individual is expected to observe the daily routine of camp life, including, but not limited to, hour of arising, mealtimes, and bedtime hours.
4. Campers are expected to be responsive to camp staff authority and their reasonable requests.
5. All campers are expected to conduct themselves in a safe manner. Disregard of personal safety or that of others is grounds for disciplinary action.
6. All injuries, regardless of their seriousness, must be reported to the camp Health and Safety Coordinator. All medicine is to be turned in to the camp Health and Safety Coordinator.
7. The possession or use of unauthorized firearms, weapons, fireworks or other incendiaries is just cause for immediate dismissal.
8. Water/waterfront activities are allowed only at designated times so that these activities may be supervised by camp staff. Swimmers must abide by waterfront rules. Every camper must be tested before participation in waterfront activities.
9. All campers are expected to maintain their personal and camp belongings in an orderly manner within their living quarters.

General Summer Camp Rules

10. Campers will maintain an acceptable code of ethics. This includes off limit areas for the opposite sex in living quarters.
11. Visitation of campers by outsiders will not be allowed.
12. Campers may not leave the facility unless accompanied by a parent, guardian or staff member. Resident Director or Summer Program Coordinator **MUST** be notified and campers must sign out in the front office: See Camp Coordinator Responsibilities. **No exceptions!**
13. Shoes must be worn at all times, both indoors and out, except when swimming.
14. Storage of food and eating in the cabins is prohibited.
15. User groups are not allowed to bring pets or other animals to camp.
16. Camp telephones are for emergency use only. Pay phones are provided for personal use.
17. Fires are allowed in designated areas only.
18. The camp should be quiet by 11:00 p.m. and maintain quiet until 7:00 a.m.

Camp Disciplinary Procedures

Each camping unit should set up a disciplinary committee to handle all discipline related problems and decisions at camp. The membership for this committee should be selected before camp and the members oriented so that the policies and criteria for decisions of the committee are understood by the members before a problem occurs. The membership of the Camp Disciplinary Committee should follow the guidelines established in the 4-H Code of Conduct found in Appendix _____. The Resident Director or other camp designee should be informed of any disciplinary action taken.

All efforts shall be made to enforce discipline equally. Rules and penalties shall be the same for all youth in the camping unit, regardless of county. It should be decided before the camp sessions that all counties will abide by the decision of the Camp Disciplinary Committee and what the appropriate appeal process will be.

The professional staff will make every effort to ensure that reasonable rules and regulations are clear to each camper. The 4-H Code of Conduct also includes an agreement form. Parents and campers are required to sign this form prior to attending camp.

Rules will be distributed in written form and presented orally at assembly during the beginning of each camp week. When misbehavior is observed, it will be reported to the County Camp Coordinator. The Camp Coordinator or his/her designee and a witness will counsel the youth. If an Agent or Volunteer Leader from the camper's county is in attendance, they will be consulted prior to the conference with the youth.

A written record of the misbehavior, of all meetings held, and action taken will be kept by the Camp Coordinator. If disciplinary action is contemplated after counseling the youth, a meeting of the Camp Disciplinary Committee should be called. The youth should be given an opportunity to reply to the accusation and present an explanation and, if available, have another youth or adult give testimony on his/her behalf.

Camp Disciplinary Procedures

If appropriate, the committee may choose to take the following corrective actions depending on the severity of the misbehavior:

1. Restitution: The discipline administered should relate to the misbehavior as closely as possible. Examples: If a child damaged a building or piece of equipment, he/she would assist with repair or pay for repair. When a camper throws food in the cafeteria, appropriate disciplinary action may be for the camper to mop that area. Whatever the action, the safety and health of the camper will be of the utmost importance. Under no circumstances will the camper be subjected to corporal punishment or ordered to participate in an activity that would be detrimental to his/her health (i.e. duck walk), nor will food or canteen privileges be denied.
2. In-Camp Suspension: This form of discipline would result in the camper being denied the opportunity to participate in the camping program for a limited time. Supervision will be provided at all times.
3. Expulsion: If it is deemed necessary to remove the camper from the camp site, the County Camp Coordinator will contact the camper's 4-H Agent or CED. It is the responsibility of the county extension personnel to notify the camper's parents that the child will be returning home. Responsibility for safe transportation rests with the county or parent. The camper will be isolated from the group until such transportation arrives. Every effort throughout the process should be made to involve volunteer leaders and Agents in conferences and counseling sessions, to establish positive correctional efforts before resorting to the extreme remedy of expulsion from the camp program.

There will be no fee refund granted to participants who are expelled.

Life At Camp

Mail

All mail addressed to campers, leaders, or county staff will be delivered to the County Camp Coordinator on the day received. Individuals who send mail to camp participants should be advised to post their letters a full week before the camp starting date. Mail received after a camper has left will be returned to sender. Outgoing mail should be deposited in the designated drop box (see Resident Director) before lunch each day. Mail deposited later in the day may not go out until the following morning.

Telephones

Public telephone access by campers shall be at the discretion of the county faculty. Camp office phones are to be used for EMERGENCY situations only. Any long distance calls placed from camp office phones will require a credit card or calling card.

Public Address Equipment

Camps are equipped with a public address system including turntable and cassette tape capabilities. It is suggested that the user group bring their own records and tapes for popular dancing and special programs. Only personnel authorized by the Resident Director in cooperation with the Summer Program Coordinator and Camp Coordinator may use this equipment.

Camp Store/Canteen

1. Camp Staff are responsible for operating the canteen.
2. The camp store can be opened once in the afternoon (3:00 p.m. suggested) and once in the evening (9:00 p.m. suggested). Campers will be able to purchase their snacks at that time. Other store items, T-shirts, etc. will be sold during this time.
3. Procedures for collection of canteen money from campers differs among counties. The counties should use their best judgment when planning for the canteen.

Life At Camp

Facility Check

Upon arrival the County Camp Coordinator or his/her designee and the Resident Director should inspect the facility for the current condition. Prior to departure, the County Camp Coordinator or their designee and the Resident Director should again check the facility for any damages which may have occurred during the encampment. Any damages found will be assessed against the camping unit. Charges are levied at the current prevailing rate (samples are available from the Resident Director). The County Camp Coordinator is responsible for making assessments against an individual or group of campers. Payment for damages is payable before departing the camp facility.

See damage policy for further information.

Motor Vehicles

All vehicles in camp are controlled and are restricted to designated areas. Vehicles should only be driven on established roadways and parked in designated areas. Driving across the campgrounds, up to cabins, or other buildings where roadways do not exist is not allowed.

Maintenance and Repairs

The Camp Manager or his representative will make daily checks of the facilities for repairs, hazards and destruction of property. Any problems related to the upkeep of the facility should be promptly reported to the Resident Director or, in his/her absence, the Summer Program Coordinator.

Security Lighting

All of the camps have been outfitted with adequate lighting for security and safe movement on the campgrounds. The Resident Director is responsible for seeing that these lights are turned on and off at the appropriate times. Except for the case of special ceremonies, these lights should be left on during the night hours. Please coordinate special program requests for lighting with the Summer Program Coordinator and the Resident Director.

Life At Camp

Dining Hall

Meal service will be available on the following approximate schedule:

Breakfast	7:30 a.m.
Lunch	12:00 p.m.
Dinner	5:30 p.m.

If the program or arrival/departure time require a deviation from this schedule, it should be discussed with the Resident Manager prior to the encampment. Efforts should be made to keep the program on schedule so that meals are served on time.

Campers with special food needs should be brought to the attention of the Resident Director at least two weeks prior to arrival. Sufficient time must be allowed in order for the Food Service Supervisor to evaluate the menu request.

Campers and leaders should be informed that all coolers including the ice machine are off limits. Cups, plates, flatware, and cooking tools must remain in the dining hall.

Meal Serving

About five minutes before each meal, campers should line up outside the dining hall. Campers should not enter the dining hall until instructed to do so by the kitchen staff.

Adult leaders and campers will be assigned servig and clean-up duties on a rotational basis during camp. Each group should have one adult leader designated to assist with all crews. Each crew should consist of at least 8 campers. The Summer Program Coordinator will meet with the crew for the first meal and explain the procedure and provide assistance. If problems develop during the week or there are questions, the Summer Program Coordinator should be contacted.

Adult leaders and campers assigned to clean-up crews should plan on staying an additional fifteen minutes after the meal. For a complete list of duties see the *Florida 4-H Camp Operating Guidelines*.

Life At Camp

Keeping the Camp Clean

Each camping group is expected to clean cabins, bathhouses, auditorium, pavilion, workshops, and grounds each day. Refuse should be placed in containers outside buildings for pickup by the maintenance staff. Cleaning materials and equipment will be supplied. It is suggested that an adult supervisor be assigned to each area to serve as a monitor. On the day of departure from camp, special care should be taken to see that the necessary tasks are completed.

- A. Cabins - Remove all baggage and personal items. All mattresses are to be turned over (do not fold). Sweep floor thoroughly and clean grounds around cabin. Wood shutters should be left open, and glass windows should be closed.
- B. Baths - Clean the outside and inside of toilets and sinks. Scrub down shower stalls. Sweep and mop the floor. Clean mirror surfaces.
- C. Auditorium, Pavilion or Gym - Return all chairs and/or benches to original position or as directed by Resident Director or Summer Program Coordinator. Remove all program materials and trash. Sweep the stage and floor.
- D. Grounds - the entire campground including swimming and parking areas should be free of litter. Any program materials used on the grounds should be dismantled and disposed of or returned to the appropriate person.
- E. All facilities used must be thoroughly swept, tables wiped, and the area cleaned as necessary.

Health and Safety Procedures at Camp

Health and safety at camp is a team approach for the maximum health and well-being of all campers.

The Summer Program Director

It is the responsibility of the Summer Program Coordinator to bring to the attention of the user group any health or safety related considerations (emergency procedures, danger areas, health and first aid procedures) for the camp facility. It is the responsibility of the Summer Program Director to take all reasonable steps to insure the safety of staff and campers.

The Summer Program Director will maintain a supply of first aid materials in a place where it is available to all qualified persons. The Summer Program Director will meet with each camping unit's designated Health & Safety Coordinator on the day of arrival and discuss the medical procedures for camp.

The County Camp Coordinator

The Camp Coordinator should recruit a person to serve as the Health & Safety Coordinator and thoroughly discuss with that individual his/her responsibilities.

During the process of program planning, serious thought should be given to health considerations in all activities. Throughout the camping session the Camp Coordinator should monitor programs and activities to be sure that high standards of health and safety are maintained.

The Camp Coordinator in consultation with the Health/Safety Team will make the decision to seek outside medical care. He/she will arrange transportation to the medical facility. The Camp Coordinator or camper's County Agent should notify the camper's parents of the need for treatment at the earliest possible time. If the camper's agent is not in attendance, the agent should also be notified.

Health and Safety Coordinator

4-H County Faculty will be responsible for providing a Health and Safety Coordinator during their respective camps. The person who accepts this responsibility should have the ability to respond to all youth and adult camper health and safety needs.

Health and Safety Procedures at Camp

Position Requirements: Current Certification in First Aid and CPR (EMT suggested).

Job Description:

1. Collect and review all health forms - identify any special health related needs.
2. Collect and dispense all prescribed medication.
3. Accept responsibility to be at a designated location and remain on camp facility at all times in order to respond to camper health needs.

Special Note: Under no circumstances should any prescription or non-prescription drug be administered to a camper without prior written or verbal approval by the legal guardian. All current medications should be listed on the health form. The signed health form will serve as a written record.

Health Maintenance Suggestions

1. Planning the program for adequate sleep is imperative for camp life. It is the Camp Coordinator's responsibility as an educator to see that each camper leaves camp healthy. Eight to ten hours of sleep each night is recommended as well as adequate rest periods.
2. Smoking in the cabins or other camp buildings is prohibited.
3. For health and safety reasons, shoes must be worn at all times.
4. State law prohibits the following items being brought into camp:
 - Weapons
 - Explosives (including fireworks)
 - Non-prescription drugs
5. Campers should go to the Health & Safety Coordinator when they require medical or first aid treatment.
6. Campers should be encouraged to drink fluids, especially juices, frequently throughout the day to help prevent heat exhaustion and dehydration.

Health and Safety Procedures at Camp

7. The hours from 11:00 a.m. until 3:00 p.m. can be extremely hot at camp. Precautions need to be taken to avoid exhaustion, dehydration and sunburn. Thoughtful scheduling which avoids heavy physical activity and long periods of time in unshaded areas will help you to alleviate these problems.
8. Warn campers to stay away from the flag pole and waterfront during any type of electrical storm.
7. Campers should be cautioned not to touch any wild animals or snakes.

Health and Safety Procedures at Camp

Injury and Illness Insurance

Injury/illness coverage is included in the camper's fee. The company is American Income Life Insurance Co. The policy coverage begins from the time the camper leaves home until the camper returns home.

The policy covers each insured person 24 hours a day. Since all campers in attendance are insured, travel time is automatically covered providing it takes place on one of the insured days of the camping period. Copies of the insurance form and the claim number will be sent to each county before they leave for camp.

Cost and Method of Handling

The cost of insurance for camping is included in the camp fee. Those not paying the camp fee may be insured by paying for the insurance at time of registration. Only those campers listed on the 4-H Camp Registration Form will be considered covered by insurance. Be sure this form is accurate. County Extension Agents are covered by their own County insurance and should not take out this insurance.



(ALL) COUNTY FACULTY RESPONSIBILITIES

I. PRE CAMP

A. Promotion

1. Promote participation in the camping program throughout the year among members, parents and leaders.
2. Recruit participation in camp from youth in the general community.
3. Develop and use media resources. Encourage former campers to share their experiences.

B. Planning and Staffing

1. Meet with all agents involved to help plan camping program.
2. Recruit and help select Counselors and Adult Leaders.
3. Leadership Team Planning - meet with Counselors and Adult Leaders to complete planning:
 - a. Take responsibility for coordinating program components.
 - b. Support Adults and Counselors in their roles.
4. Arrange transportation to and from camp for people and materials from county.

C. Communication

Registration Materials - Prepare a letter for prospective campers, adult leaders, and parents. This packet should include the following information:

- a. Location of camp.
- b. Date of camp.
- c. Cost of camp.
- d. Transportation arrangements.
- e. Information on Agents and Adult Leaders who will be in charge.
- f. What the camper needs to take and needs to leave home.
- g. Any special items needed (i.e. costumes, musical instruments, fishing gear, camera, etc.)
- h. Individual Registration Form (refer to the 4-H Camp Manual on Operating Guidelines for sample) including:
 - * Name, address, age, sex,

- * Class selections,
 - * Roommate preference,
 - * Conduct statement -signed acknowledgment,
 - * Parent Permission Statement - signed,
 - * Health Record Form - notarized.
- i. Deadline for registration and maximum number that can be accommodated.
 - j. Complete Camp Registration Form in duplicate. One copy must be given to the Resident Director upon arrival at camp.

D. Financial and Resource Management

1. Camper Fees - decide on fee, collect, deposit in bank, and draw check to pay for camp use fees, transportation, supplies, etc.
2. Investigate and develop local resources for financial assistance, supplies, and program assistance.

II. IN CAMP

A. Program

1. Be at camp to greet campers when they arrive.
2. Participate fully in all camp activities.
3. Attend all meetings involving agents during the camp week. Be flexible and willing to take on needed leadership roles.
4. Coordinate or conduct portions of the program as requested.
5. Provide feedback and suggestions for strengthening the program to the Camp Coordinator.
6. Leave camp with campers and arrive home with them.

B. Staff

1. Meet with Summer Program Coordinator, Camp Staff, Camp Coordinator and all other Agents and Adult and Junior Leaders upon arrival for camp organization meeting.
2. Respect proper management channels. Requests to Program Staff, Food Service or Resident Director should be placed through the Camp Coordinator.
3. Provide guidance and support to Adult and Junior Leaders in their roles.
4. Participate in other meetings of camp leadership.
5. Cooperate with the Camp Coordinator and other Extension Agents and Permanent Staff. Strive to operate as a team.
6. Serve on disciplinary committee if requested.

C. Camper Welfare

1. Be sure all campers have a notarized Health Record Form.
2. Enforce camp rules and recognize and re-enforce when rules are being followed. Apply rules to yourself. Be a model!
3. Encourage and supervise times of rest, quiet and sleep according to schedule.
4. Be alert to safety and welfare of campers at all times.
5. Assist Camp Coordinator and Health & Safety Coordinator in making determination to seek outside medical assistance when your county's campers are involved.

D. Reporting Emergencies

It is the responsibility of the Resident Director and the Summer Program Coordinator to keep a log of all injuries/accidents which occur on facility. This file should be maintained and kept up-to-date in compliance with ACT standards.

It is the responsibility of the Resident Manger to report serious injuries/accidents to the Youth Program Specialist for Camping. The State office must be informed to be able to provide information to IFAS administration, answer questions posed by the media or public and keep legal counsel and insurance companies informed.

1. Notification should be by telephone **as soon as possible** after the emergency is under control (352 846-0996).
2. A written report submitted within 7 days. (Incident reports can be subpoenaed for legal evidence, so information should relate only to the facts, not what should or could have been done or any statement placing blame).
3. Periodic progress reports may be necessary.

Telephone contact should include:

1. Name and age of injured party; name, address and phone number of parent or guardian.
2. Description of accident.
3. Location of accident and any specifics.
4. Time of accident.
5. Location/condition of victim at time of call.

Notify the Youth Program Specialist in the following situations*:

1. A fatal accident.
2. A serious injury likely to result in death or permanent disability.
3. A serious behavior problem likely to result in physical or emotional harm to the person or others, or a situation which may involved the law and/or the courts. (This category includes suicide gestures, bodily threats to others, and abuse recognition)
4. A site emergency or evaluation, natural or man-made disaster such as flood, fire, tornado or hurricane.

*Agents will also need to respond to their own administrative channels to report accidents/emergencies.

E. Administration

1. Pay county's camp use fees to Resident Director.
2. Turn in County Registration Form to Resident Director on the day of arrival.
3. Assist Camp Coordinator in dealing with any damage assessment involving your county's campers.

III POST CAMP

A. Program Evaluation

1. Meet with Agents, Counselors and Adult Leaders who attended camp to evaluate the program.
2. Develop a list of suggestions for the next year.

B. Recognition and Saying Thanks

Send appropriate correspondence to all individuals involved.

C. Promotion

Direct camper efforts to tell about camp to press, radio, TV, sponsors, Homemakers, Civic Clubs.

D. Administration

1. Settle all accounts and develop financial report.
2. Complete all pertinent camp reports and background material. Forward to the next year's camp Coordinator.



AGENT IN CHARGE/CAMP COORDINATOR RESPONSIBILITIES

I. PRE-CAMP

A. Program Planning

1. Agent Planning - 4-6 months prior to camp date, all county agents involved with camp should meet.
 - a. How camp programming and administrative responsibilities will be distributed.
 - b. How Adult Leaders and Counselors will be involved in planning and programming.
 - c. Analyze needs and interests of youth. Determine how to meet these needs at camp.
 - d. Suggest a format for the camp program.
 - e. Audience (age, restrictions or qualifications for participants, etc.).
 - e. Develop program and behavioral objectives to measure the success of camp .
 - f. Determine process for camp evaluation including facilities, personnel and program.
 - g. Consider program, personnel and supply expenses and develop budget.
 - h. Review process for handling discipline problems. Modify guidelines and rules for behavior as needed.
2. Leadership Team Planning - Meet with Counselors, Adult Leaders and County Agents involved with camp to continue planning and preparation.
 - a. Program theme.
 - b. Program Components - vespers, flag ceremonies, crafts, special interest classes, work details, candle lighting, etc.
 - c. Distribution of responsibilities.
 - d. Working within budget parameters.

B. Communications

1. Extension Specialist for Camping
 - a. Submit name of Camp Coordinator as soon as decided.
 - b. Submit a copy of Camp Activity Scheduling sheet by May 15th of each year.

2. Summer Program Coordinator or Resident Manager - submit camp activity scheduling sheet - send to camp at least three (3) weeks before the opening day of your camp week. Information included will be:
 - a. Number and age of campers.
 - b. Time of arrival and departure from camp.
 - c. Outline of requests for camp staff assistance (date, time, responsibility).
 - d. Special Food Service needs.
 - e. Copy of printed program or draft (showing camp theme, daily schedule, etc.)

C. Financial and Resource Management

1. Collect payment for camp programming supplies.
 - a. from camper fees
 - b. from donor resources
 - c. Supply funds to appropriate persons to make purchases.
 - d. Coordinate development of possible donations of supplies.

D. Staff Training

1. Be sure that adequate and appropriate Adult Leaders and Counselors are selected to cover necessary roles.
 - a. Required Adult roles:
 - ☐ Health & Safety Coordinator
 - ☐ Waterfront Assistant - at least one for all swimming activities (suggested ratio 1 staff: 10 campers)
 - ☐ Meal Crew Directors
 - b. Recommended roles (youth or adult) as appropriate to program:
 - ☐ Cabin Counselors
 - ☐ Counselor Coordinator
 - ☐ Work Detail Supervisor
 - ☐ Dean of Girls and Dean of Boys
 - ☐ Special Interest Coordinator
 - ☐ Crafts Coordinator
 - ☐ Special Ceremonies Coordinator
 - ☐ Recreation Assistants

2. Coordinate the orientation, training and preparation of:
 - a. Counselors
 - b. Adult Leaders

II. IN CAMP

A. Program

1. Upon arrival at camp, meet with Resident Director and Summer Program Coordinator. Conduct facility inspection, review program changes.
2. Call a meeting of campers, Counselors and Adult Leaders to go over
 - (1) Week's program.
 - (2) Behavioral expectations for campers.
 - (3) Summer camp staff's roles and camp rule review.
 - (4) Basic procedures and facility layout.
3. See that program is carried out smoothly and according to plan. Provide leadership for all necessary discipline measures.
4. When program changes are needed, be sure they are communicated to everyone.
5. Provide leadership for camp program evaluation. Share feedback and suggestions for strengthening the program with the appropriate people.
6. In order to facilitate open communication and eliminate problems quickly, check points should be set up during the week between the Agent-in-Charge, Resident Director, and Summer Program Coordinator.

B. Staff Coordination

1. Set up a meeting with Summer Program Coordinator, Camp Staff, all other Agents, Adult Leaders and Counselors on the day of arrival to review camp organization. Discuss role of each individual in the program.
2. Monitor Leaders with responsibilities related to work details. One adult for each of the following:
 - a. Girl's bathhouse.
 - b. Boy's bathhouse.
 - c. Grounds.
 - d. Meal setup (all meals).
 - e. Meal cleanup (all meals).
 - f. Auditorium/pavilion and/or gym.
3. Participate fully in camp management system:
 - a. Camp Coordinator is responsible for all instruction to county staff.
 - b. Summer Program Coordinator coordinates all instruction to summer camp staff.
 - c. Food Service Supervisor coordinates all meal related instructions.
 - d. Resident Director coordinates all facility related requests.
4. Consult Summer Program Coordinator and Resident Director if it is necessary to leave camp. Designate the individual responsible for duties in your absence.
5. Coordinate camper, Counselor and Adult Leaders' responsibilities to:
 - a. Plan programs.
 - b. Carry out programs.
 - c. Complete assigned tasks.
 - d. Provide support to campers.

C. Camper Welfare

1. Inform campers and leaders of the camp policies and rules and consequences if not followed.
2. Coordinate assignment of Agents or Adult Leaders at the waterfront to serve as Waterfront Assistants during waterfront activities. Suggested ratio - 1 staff:10 campers.
3. In case of accident or illness, decide if outside medical assistance is needed.
 - a. Transport or arrange transportation to medical facility and accompany the camper or designate another adult to accompany the camper.
 - b. Be sure that insurance procedures are properly executed.
 - c. Notify parents. Notify County Agent, if not in attendance.
4. **Agents are responsible for notifying Resident Director and State Office of any situation that requires intervention of law enforcement, HRS contact or medical emergencies.**
5. Establish standards for cleanliness and sanitation in camp. See that the standards are maintained.
6. County Faculty are responsible for final check-out of campers.

D. Administration

1. Keep track of all guests at camp (meals, overnights, and insurance). Collect fees as appropriate.
2. Check facility at beginning and end of camp with Resident Director to identify condition of facility and whether any damages have been incurred during the encampment.
3. Be sure that all damage assessments to camp facility are paid. Coordinate assessment for damages by counties or individuals.

III. POST CAMP

A. Program Evaluation

1. Call a meeting of Agents, Counselors and Adult Leaders who attended camp:
 - a. Review results of program evaluation against established objectives.
 - b. List suggestions for next year.
 - c. Provide feedback on evaluation tools used.

B. Administration

1. Settle all accounts and develop financial report.
2. Complete all needed camp reports and background material.
3. Forward materials to next year's Camp Coordinator.
4. Send appropriate correspondence to individuals involved.



HEALTH AND SAFETY COORDINATOR JOB DESCRIPTION

Agents will be responsible for providing a Health and Safety Coordinator. The person who accepts this responsibility should have the ability to respond to all youth and adult camper health and safety needs.

Position Requirements: current certification in basic first aid and CPR at minimum (EMT suggested).

Job Description:

1. Know and enforce all camp health and safety policies and procedures. Upon arrival at the camp, meet with the Summer Program Coordinator.
2. Collect and review all campers' Health Record Forms upon their arrival at camp and note any special treatments or problems. Where appropriate, bring these to the attention of other staff and the camper's cabin counselor (i.e. limiting activity, food allergy, asthma, etc.).
3. Collect all medication from campers previous to or upon their arrival at camp, and dispense as necessary. Record all necessary information related to the distribution of medication.
 - a. Medications prescribed for campers or staff members should be kept in the original containers bearing the pharmacy label which shows the prescription number, name of drug, date filled, physician's name, directions for use, and the patient's name.
 - b. Medication must be stored in a locked container. The camper should report to the Health & Safety Coordinator at the appropriate time and take the medication in his/her presence.
 - c. Medication should be returned to agent or destroyed when it is no longer needed or at the end of camp.
4. Alphabetize and maintain the file of campers' Health Record Forms. Notify the Camp Coordinator and Summer Program Coordinator of their location and how to access them.
5. Maintain the camp medical log (listing date, name of patient, ailment, and treatment for all accidents or illnesses). This record is necessary if later insurance claims are filed.
6. Complete Injury/Illness Report Forms. These forms are completed in duplicate for each injury or illness that occurs at camp. One copy should be given to the Summer Program Coordinator and the other should be given to the child's County Agent. These forms should be maintained by the County until the individual reaches maturity.
7. The Health & Safety Coordinator and another designee will accompany any camper who is taken outside the camp for medical attention. The Health & Safety Coordinator will handle insurance procedures, pick up medication, record all treatment, and instructions for further treatment to be given. **Be sure to take insurance forms and the camper's Health Records Form!**

APPENDIX D

CABIN COUNSELOR JOB DESCRIPTION

Cabin Counselors are an important part of the health maintenance team. Because they spend much of the day with a small group of campers, they are most likely to note problems as they begin to develop. Cabin Counselors can help with health maintenance in the following ways:

1. Participate with cabin members at meal times and other activities.
2. Help campers choose activities appropriate to their physical capabilities and monitor activities to be sure they do not become too strenuous for any camper.
3. Report all accidents and illnesses among their campers to the Health & Safety Coordinator.
4. Help each camper feel valuable and accepted by the group. Maintain a feeling of security and safety among their campers.
5. Set the example and encourage campers to rest during rest time and sleep at night.
6. Encourage campers to maintain personal hygiene. Bathe daily, brush teeth, wear appropriate clothes for each activity, change from wet bathing suits immediately after swimming, etc.
7. Conduct a bed check each night.
8. Monitor the actions of campers, especially after lights out.



INJURY/ILLNESS INSURANCE

Injury/ illness coverage is included in the camper's fee. The company is:

American Income Life Insurance Co.
Special Risks Division
PO Box 50158
Indianapolis, IN 46250

The policy coverage begins from the time the camper leaves home until the camper returns home. It includes the actual medical expenses for physicians' bills, surgical charges, hospital confinement costs, nurses' fees, x-rays, etc.

This policy does not include:

- Pre-existing conditions
- Preventive medicine
- Vaccines for prevention of disease
- Certain exclusions
- Crutches
- Dental coverage is limited to injury to sound natural teeth and to \$350.00 maximum.

This policy pays:

- To a maximum of \$2,500.00 for each accident.
- To a maximum of \$1,000.00 for each illness.

The policy covers each insured person 24 hours a day. Since all campers in attendance are insured, travel time is automatically covered providing it takes place on one of the insured days of the camping period. Copies of the insurance form and the claim number will be sent to each county before they leave for camp.

Cost and Method of Handling

The cost of insurance for camping is included in the camp fee. Those not paying the camp fee may be insured by paying for the insurance at time of registration. Only those campers listed on the 4-H Camp Registration Form will be considered covered by insurance. Be sure this form is accurate. County Extension Agents are covered by their own County insurance and should not take out this insurance.



INSTRUCTIONS FOR HANDLING INSURANCE CLAIMS

In case of accident or illness at camp, the camper or volunteer will be given necessary treatment by doctor, dentist, hospital or clinic.

The State 4-H Camping Office will serve as a clearing house for all claims. Please follow these guidelines to insure early payment of claims.

FOR HOSPITAL, DOCTOR, DENTIST OR CLINIC TREATMENT

Complete two insurance forms for any person requiring treatment. All sections of the form should be completed except the section designate as "ASSIGNMENT FORM."

- (1) Return one copy immediately to the Resident Director so that it can be sent to the State office.
- (2) Leave one claim form at the hospital, doctor's office or clinic and ask that they complete it and return it **TO THE STATE OFFICE** along with any bills. The State Office will be responsible for submitting claim forms and bills to the Insurance Company. Be sure that a **return envelope** addressed to the State Office is attached to the claim form you leave with the hospital, doctor etc.

If a camper's family receives a bill for radiology, ambulance service, etc. please instruct them to forward it to the **State Office** to expedite payment.

FOR MEDICATION

If medication must be purchased, use one of the following two procedures:

- a. If the pharmacy is willing to bill the insurance company, have them give you a bill at the time you pick up the medication. Forward the bill and copy of the prescription to the **State Office** to submit for reimbursement direct to the pharmacy.
 2. If the pharmacy will not bill the insurance company and you must pay cash, purchase the medication and send a receipt and copy of the prescription to the **State Office** with instructions for reimbursement (name, address etc.)
- Should treatment be required after camp, the camper's Extension Agent is responsible for facilitating the claim.
 - Please send **all** bills directly to the **State Office**, not to the Insurance company, in order to avoid confusion and to facilitate timely payment of claims.
 - Failure to follow these procedures may result in delay of payment and the patient/family being billed.

4-H Publication Management



Section Contents:

Available 4-H Publications

How to Order Publications

How Publications are Created or Selected for
Use in Florida

Appendices:

- A: For Sale Catalogs (4-H only)
- B: Green: 4-H Curriculum Resources for Youth Educators (orders are returned to extension office)
- C: Yellow: 4-H Curriculum Resources for Youth Educators (orders sent directly to IFAS Pubs)

4-H Publication Management

4-H publications are part of the curriculum and supplemental material provided by 4-H faculty and staff with the guidance of Extension Design Teams to support 4-H youth programs within the state.

Where and how do you order Audio Visual Materials?

The IFAS Media Library is online at this address:
<http://ddis.ifas.ufl.edu/ddisx/home.jsp>

Orders can be placed through this page and sent electronically. If you have questions contact:

Dr. Jiannong Xin
IFAS Media Library
Distance Education and Television
University of Florida
Tel: (352)392-3893
Fax: (352)392-3896
email: xin@ufl.edu

Types of Materials in the Florida 4-H Publication System

Materials often include a leader's guide, a member's manual/workbook, and a recordbook.

Volunteer Leader guides are developed to help create a lesson plan for adult volunteers/helpers to lead groups and individuals in 4-H activities centered around a specific project area. They usually contain several levels of activities to be used for different ages of members.

Member manuals/workbooks either allow an individual to work on a project without direct supervision to let the youth participate and experience the material at their own pace or they follow the activities in the leader's guides designed to be facilitated by an adult in a group project meeting. Regardless, member manuals should present material in a suitable and easily followed format for the specific age of the youth.

Recordbooks are used to teach youth to keep accurate records of their projects and as a personal evaluation of their project and its accomplishments. They allow youth to track the project's development in each stage and provide others with evidence of project completion.

Supplemental material produced by 4-H includes brochures, videos, and other educational tools such as learning lab or skill-a-thon loan kits. Promotional items, organizational items, and volunteer development items are also included in this category.

The IFAS and 4-H Publication System

To Obtain Materials

There are several types of materials that may be obtained. Once per year a master list of available 4-H materials is distributed. The items on the list are the publications that are current and supported by the State 4-H Office. Each publication is placed in a category according to the ordering method used for it.

IFAS Publication Systems

IFAS has two primary methods of providing publications to support the Extension system. These are the EDIS (Electronic Data Information System) and the FOR SALE systems.

IFAS for Sale Publications

For-sale refers to materials sold through the IFAS for-sale system. A catalog of all IFAS publications available is produced and mailed to county offices annually.

EDIS

EDIS is the ordering system now used for IFAS publications. Only offices of the Cooperative Extension Service can order publications in bulk over the EDIS system. Publications can be viewed with Adobe Acrobat Reader and some can be downloaded and printed. There is also the options to order or search for publications using this system at the following website:

<http://edis.ifas.ufl.edu/>

This electronic system is relatively new, therefore, not all existing Extension publications could be readily converted to it. There are several ways that publications currently are listed for availability in the EDIS system regardless of their “electronic” form. They are :

EDIS-Online meaning that the publication has been scanned and is available in the electronic database. It refers to a publication that can be viewed on-line, printed locally, or ordered from EDIS at any time of year and is available now by fax or e-mail.

EDIS-CR is a publication that exists only in paper format and not in electronic format. Copies of this publication are made on the docutech using a paper camera-ready (CR). The publication can be ordered from EDIS at any time of the year and is available now but cannot be viewed or printed locally from the on-line database.

Ordering EDIS 4-H Publications

If there are any questions on the use of the EDIS system, contact:

Educational Media and Services
352/392-2411

Information Technology Help Desk
352/392-4636

If there are any questions on availability of 4-H publications or needs, contact:

4-H Publication Coordinator
Tel: (352)846-0996
or email: fourh@ifas.ufl.edu

Ordering 4-H Publications via EDIS

You can order the publication from EDIS using your county's EDIS account at any time of the year, by sending a fax to EDIS Orders, 352/392-7902 or an e-mail message edishelp@ifas.ufl.edu.

Your CED receives the county's EDIS publication allocations annually. Each county may use these in varying proportions among the Extension programs.

Each county also receives an Extension Publication Catalog printed annually and mailed to the CED. This catalog lists all currently available Extension publications, including 4-H for both the EDIS and FOR-SALE systems. It outlines all the current ordering procedures as well.

Why 4-H Publications May or Maynot Exist on the "ON-LINE" EDIS System

When you search or review for 4-H publications you may not find very many listings of "on-line" publications. Many of the 4-H publications are not "on-line" due to a variety of reasons, such as:

- 1-- Many of the older 4-H publications that have been used in Florida were originally typed set and not in any electronic form to be easily converted to an online document.
- 2 -- Many of these publications are in the process of being reviewed for use, need and in most cases being updated prior to being scanned for the online version.
- 3 -- Any 4-H project manual that is printed in color; printed on newsprint to reduce costs; or obtained from another out-of-state source are not viewable or currently listed with the EDIS publications.

Ordering EDIS 4-H Publications

How do we know what newsprint materials are currently available and how do we order these?

Newsprint is newsprint member workbooks or other program materials that are used in mass quantities to reduce costs such as the 4-H Events and Activities Handbook. To order these newsprint at any time of the year, contact 4-H Publications via fax 352/846-0999 or e-mail fourh@ifas.ufl.edu. *The publication is purchased via county EDIS credit with special newsprint orders coordinated by the State 4-H office twice per year. At times these publications may be designated "In-Stock" and are free until supply depletes.*

How Do We Get Listings of Available Publications from Other States and How do we Order these?

At periodic times within the year your county will be allowed to order out-of-state or for-sale materials using your EDIS allocations (rip to a maximum of 30%)

The listing of currently used 4-H publications can be located on the 4-H website at:

www.florida4h.org

If you have a need for other publications or 4-H project literature not listed on this site you can search other states' 4-H publication listings.

Ordering Publications from EDIS accounts that ARE NOT on-line.

There are several resources available to help you locate publications.

- EDIS on-line - <http://edis.ifas.ufl.edu/>
- EMS web site which contains an up to date listing of all For-Sale items <http://www.ifas.ufl.edu/forsale/>
- Contact 4-H Publications and request the 4-H For-Sale catalog
- Contact EDIS via e-mail and they will route your request to the appropriate person. edishelp@ifas.ufl.edu.

Publications that are not on-line can be ordered or located via e-mail. Send your order to:

edishelp@ifas.ufl.edu.

For each IFAS publication you order, please include in your e-mail message:

1. The name of the person ordering and their county. Please state if the order is for EFNEP or some other special program so that they can be charged correctly.
2. The IFAS publication number
3. The number of copies desired (the minimum order is 20 copies)
4. The title
5. When the order is needed. If you specify RUSH, we will call to arrange delivery. If the job is not a rush, expect your job to arrive on the next IFAS truck. It usually takes a few days to print your order, so if the truck is coming the day after you order, chances are that your order will be going out on the following truck delivery.

If necessary, you can fax your order to EDIS 352/392-7902. If you request price information, please be patient.

If something is not available or listed, contact one of these sources to help you locate the publication or put you in touch with the specialist who can help.

4-H For Sale Publications

Ordering Publications Through the For-Sale System

Using county or private funds to get these materials, you would call IFAS publications at 352/392-1764, or you would fax your order to 352/392-2628. If you opt not to pay shipping and handling, then your publication will be sent to you on the IFAS truck. If you do pay for shipping and handling, then your publication will be sent UPS.

If you need For-Sale order forms which can be used throughout the year or with teachers, or would like to request a copy of the 4-H For-Sale Publications Catalog, contact the 4-H Publications office at 352/846-0996 or email at 4hlit@gnv.ifas.ufl.edu. For-Sale items can be purchased twice per year with EDIS credit.

Delivery Options

Publications ordered will be placed on the next IFAS truck scheduled to deliver to your county unless you request otherwise. Check the IFAS truck schedule to see what day the truck is loaded in Gainesville and what day it delivers to your Extension Office. Rush orders can be sent US mail (3-5 days) or FedEx (1-2 days). Shipping for rush orders will be billed to counties, or you can supply a FedEx account number.

4-H Publication Numbering System

The 4-H numbering system has been developed for all 4-H print publications in an endeavor to simplify the recognition of individual pieces within a project area and where they fit programmatically.

This numbering system is only on the Florida 4-H publications printed in-state.

Who controls the numbers?

The 4-H publications coordinator keeps track of the master coding for 4-H publications. Contact this person at fourh@ifas.ufl.edu.

If you look at the numbers, the logical sequence should be evident for shelving, secretaries to recognize, volunteer leaders to be able to identify easily, and generally making good sense keeping materials together in a group. The following is an explanation of how a publication can be identified.

Example:

4HRAM10 4H - Stands for Program/Department
 RA - Stands for the project area (in this case Rabbits)
 M - Stands for type of publication (in this case Member's Guide)
 10 - is the 1st member's piece in the series.

All publications begin with 4H or SP. 4H is the department code and SP means it is in the for-sale system. The next two characters stand for the project area that the publication is located in. The fifth character stands for the type of publication, i.e. M - members, L - leaders, B - Brochure, P - Parent material, W - worksheets/workbook, etc.

The numbers range in groups of nine to link a series or sequence of project materials.

01 - 09	generally is: record books, brochures, activity sheets, etc. while the first group of members pieces begin with 10.
10 - 19	is member's guides,
20 - 29	are correlating leader's guides.
30 - 39	are member's guides,
40 - 49	are correlating leader's guides.
50 - 59	are member's guides,
60 - 69	are correlating leader's guides.
70 - 79	are member's guides,
80 - 89	are correlating leader's guides.
90 - 99	are Agent's pieces, Training pieces, etc.

Florida 4-H Project Areas and Literature

How often is the publication list updated and mailed to county offices.

Effective by January, 2000 a 4-H publication list will be provided on the 4-H home page and in necessary update for the 4-H Blue Ribbon Enrollment database as needed. Check the 4-H web page for the most current publication list.

I'm not sure what publication to use for this project/program, who do I call?

Program Areas: several youth extension specialists are responsible for certain areas of projects. If you are not sure what publication to use for a specific project, you can contact one of them.

Animal and Plant Sciences:

Environmental Education and Camping:

Jerry Culen

Individual and Family Resources, Workforce Preparation, and Cloverbud (youth 5-7) Programs:

Joy Jordan

Volunteer Development, Leadership/Citizenship, and Science and Technology:

Communication Arts and Sciences and Leisure Arts:

Organizational Development (club general development materials):

We don't have anything in a subject area I need - now what? Who do I call?

For some project areas, Florida does not have any publications. In this case, you can locate publications through other state's web pages. States often print catalogs for their publications also. The State 4-H Publications Coordinator or 4-H Curriculum Specialist can also help you locate items that you need. Out of state publications cannot be ordered with EDIS money except during the two bulk order periods per year. Information about these ordering periods is being handled through IFAS publications.

Online Resources for Other 4-H Publications

On-Line Web Resources

Each state land grant university has a 4-H department located on campus. Many resources are available through these departments if Florida materials do not satisfy your needs. This is a small list of other state 4-H department's web sites that contain publications that are available through them. These publications cannot be purchased with EDIS money. Other resources available include National 4-H Council and Cooperative Curriculum System.

Curriculum Info List

Illinois

<http://www.4-h.uiuc.edu/projects/index.html>

Indiana

http://hermes.ecn.purdue.edu:8001/http_dir/acad/agr/extn/agr/acspub/acspub/html

Maryland

<http://ext.msstate.edu/pubs/>

Montana

Extension Pubs - Montana

<http://www.montana.edu/wwwpb/pubs/pubs.html>

Publications on-line for Montana 4-H

<http://www.montana.edu:80/www4h/pubs.html>

Project Selection Guide for Montana 4-H

<http://www.montana.edu:80/www4h/clover.html>

North Carolina

<http://www.ces.ncsu.edu/depts/fourh/complete.html>

Ohio

Ohio 4-H Projects

<http://www.ag.ohio-state.edu/~ohioline/4-H/fguide98/>

Pinnet Database at Ohio

<http://www.ag.ohio-state.edu/~pinnet/index/html>

Oklahoma

http://www.okstate.edu/OSU_Ag/agedcm4h/fourh/4hproj.htm

Texas

<http://texas4-H.tamu.edu/4hpubs.html>

West Virginia

<http://www.wvu.edu/~exten/infores/pubs.htm>

Wisconsin

<http://www.uwex.edu/ces/pubs/>

Wyoming

<http://uwyo.edu/ag/ces/pubs2.htm>

How do I manage publications in my county office?

Suggestions for organizing the county publications system.

Suggestions for Organizing Publication Shelves

Organizing publications can be a confusing and time consuming job. We have several suggestions on efficient ways to organize your shelves.

- ❑ Organize your publications by curriculum area. The curriculum areas are:
 - Animal Science
 - Plant Science
 - Science and Technology
 - Environmental Education
 - Individual and Family Resources
 - Citizenship & Leadership
 - Development
 - Communication and Expressive Arts
 - Volunteer Development
 - Organizational Development

- ❑ Under each curriculum area, organize by project area. An example of this would be:
 - Animal Science
 - Beef
 - Dairy
 - Swine
 - etc.

- ❑ Organize project area in numerical order by publication number. Publications are given a number to help categorize them. The best way to organize them is to do them numerically. The corresponding leader's guides should follow behind the member's manuals. This makes it easy to find the whole set of publications.

4HASM10	All About Animals, 5-8
SPASL20	All About Animals, 5-8
	Leader's notebook
4HHSM30	Love a Horse
4HHSL40	Love a Horse, Leader's guide

How do I manage publications in my county office?

If a leader's notebook does not fit into your filing cabinet, a folder for that publication should still be kept. This folder should contain the location of the notebook, so that it is easy to find.

- ❑ **Recommendation:** It is recommended that if you check out materials, such as leader's notebooks or loan kits, from your office that you keep an inventory sheet on them. The sheet should contain who checked it out, publication number and title, when it was checked out, and when it was returned. This method helps to keep track of your materials. An example inventory sheet follows. Many methods may be used, but it is highly recommended that you use some type of inventory method to keep up with your materials.

Inventory Sheet

Name	Publication Number	Title	Checked	
			Out	In
Joe Smith	SPASL21	World of Animals, Leaders	9/21	10/30
Jane Doe	SPPSL40	Mowing for Money, Leaders	8/24	

What do I do with old publications?

Publications are often being taken off the current available list. If the information in the publication is current, it is recommended that you keep a copy of it for reference. If the publication is out dated, the publication should not be kept or used. The State 4-H Publications Office keeps copies of old publications, so if you find that there is a publication that you used in the past, but is not currently available you can call for a copy. A surplus of old publications is not kept on hand, but a copy of the publication will be distributed. Project area publications that are old and outdated are often being updated and redesigned by the subject area specialist.

How do I manage publications in my county office?

What do I do with surplus publications I no longer need?

Surplus publications can be returned if they are not going to be used, are in good shape, and have not been stamped with the county stamp. Ship them back to Gainesville on the IFAS truck and they will be redistributed to other counties.