



University of California

Agriculture and Natural Resources | 4-H Youth Development Program



Community Club Leader Handbook

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Preface

This Handbook is a project of the University of California 4-H Youth Development Program Volunteer Development Advisory Committee. It is designed to accompany the Community Club Leader Essentials volunteer development course that is offered by state and county 4-H professional staff.

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Welcome

Congratulations on choosing to fill the role of Community Club Leader with the University of California, Agriculture and Natural Resources, 4-H Youth Development Program (UCANR 4-H YDP). This role is vital in creating an environment where 4-H members and volunteers can reach their fullest potential. Without your commitment, time, and energy, the program would not reach the level of quality and safety necessary to do this important work well. This is no easy task, but it is a rewarding one.

Our goal for youth, families, and volunteers is to have a positive and safe experience when participating in any 4-H event. We want to provide you with the tools, resources and information you need to be effective leaders in the club.

We hope that this handbook helps you become better informed and prepares you to succeed as a Community Club Leader. This success ultimately happens when the resources included here are combined with ongoing support from 4-H staff and experience over time. Thank you so very much for rising to this challenge.

Please read the California 4-H Cloverpedia which will help you understand the many terms and acronyms used in 4-H.
Retrieved from: http://4h.ucanr.edu/Resources/4-H_Manuals_-_Publications/Cloverpedia/

Framework

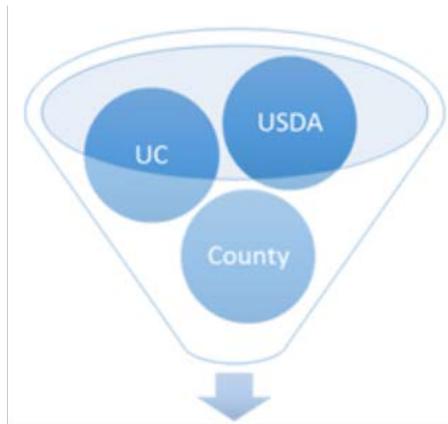
The UC 4-H Youth Development Program Framework incorporates the best practices in the study of youth development in order to develop healthy, happy people who make a positive difference in their communities. See Appendix, page 4.
Retrieved from: <http://4h.ucanr.edu/files/146514.pdf>

An overview of the UC 4-H Youth Development Program Framework is provided in the course “Foundations of Positive Youth Development” that is required for all new volunteers and for any volunteer who chaperones at statewide events. The course is available to all volunteers in California through the eXtension e-learning campus and we recommend it for everyone working with youth.



Organizational Structure

In the United States, the 4-H Youth Development Program (4-H YDP) is managed through each state's Land Grant University and is delivered at the county level. Policies and procedures are determined at the state level with guidance from National 4-H, the USDA, NIFA, and the UCANR. Local support within the county, happens through the University of California Cooperative Extension (UCCE) office.



UC ANR

4-H Statewide Program





Role

Your role as a 4-H Community Club Leader is a management role requiring knowledge and skills in positive youth development, administration & management, communication, team development, and outreach and diversity.

Leading a 4-H Community Club is best accomplished with a team of people. As you probably noticed from the position description, the Community Club Leader position has many different components to it. The good news is, that you don't have to do it alone!

While it is perfectly acceptable to have only one community club leader, we recommend having two or three Co-Community Club Leaders dividing the roles based on skill and passion.

For example: Community Club Leader #1 may be responsible for overall management of the club (working with the officers to prepare the meetings, organizing the club meetings etc.) and communication; Community Club Leader #2 may oversee outreach and club enrollment; Community Club Leader #3 may be responsible to oversee club level events and special activities. In addition, a team approach allows opportunities for those with specific skills and passions to concentrate their volunteerism in areas that are meaningful to them.

See a sample Community Club Leader Job Description in the Appendix, pages 1-3.

Team Development

Other Adult Volunteers

Understanding how the other adult roles in a club function and contribute to the larger 4-H experience will aid you greatly in developing and maintaining a thriving, healthy community club. Volunteers make everything happen!

More information here:

<http://4h.ucanr.edu/Programs/Clubs/Adults/>

- A Project Leader functions as a member of the unit leadership team. A project leader works with members enrolled in the project to support and guide their learning of knowledge, skills, and attitudes.
- The Enrollment Coordinator is responsible for working with the community leader to enroll members and volunteers through 4hOnline, confirm payments, follow up with pending members and volunteers who have not yet completed payments, and follow up with first-time



volunteers who have not completed fingerprinting and training.

- The Treasurer Advisor provides guidance for the youth treasurer by advising the treasurer in their duties to plan the club's budget, keep all the banking and financial records, and help make sure that the club money is used responsibly, ethically and fairly.
- The Officer Advisor serves as a facilitator, counselor, resource provider, and coach to the officers.
- Chaperones/drivers are responsible for the safety as well as the wellbeing of youth. Chaperones should practice youth-adult partnership and encourage participation in activities. Adult driver volunteers must carry their own automobile liability insurance.
- An Activity or Event Volunteer should provide leadership within a specific, short-term 4-H YDP project or activity. These activity volunteers make preparations for the activity, obtain relevant literature, and distribute it to adult and youth participants and attend the activity or community event.
- A Resource/Key Leader has expertise in club organization, planning and conducting activities, or specialized subjects relating to projects. Club volunteers and 4-H YDP staff often ask these individuals to serve as key resources at the club or county level.
- Parents or Guardians should attend and support their child's meetings through providing resources for projects and encourage youth leadership. Involvement by the parent or guardian at this level does not require volunteer appointment. The active support, cooperation, and involvement of parents/guardians are believed to increase the benefits to a member involved in the 4-H YDP experience.

County 4-H Professionals

County 4-H professionals are a great resource and a primary source of support. They work alongside you to help club members and adult volunteers be successful in the program.

There is usually a County Director, a 4-H Youth Development Program Advisor, and 4-H Youth Development Program Representative(s) and support staff. Their roles are to collaborate with volunteers and members to set and reach goals, organize and manage a team effort, share decision making and responsibilities, and assist in strengthening the team through appropriate coaching, feedback, and conflict resolution.

The county professional staff develop local program direction in partnership with the 4-H Statewide Office.



Positive Youth Development

Youth-Adult Partnerships

Youth-adult partnerships engage both members and volunteers in equal learning experiences. Youth-adult partnerships take place when youth and adults plan, learn and work together, with both groups sharing equally in the decision-making process. This dynamic is very different than many relationships in which adults take the leadership roles and youth are assigned inferior roles, or programs where youth make all the decisions while the adults sit back and watch. Instead, youth-adult partnerships build on the strengths of each group and the final program or activity is stronger than a program or activity devised and delivered individually by either group.

Youth-adult partnerships are sometimes slow to take root, however, as both youth and adults often have perceptions of the other group. Adults may see youth as undependable or too inexperienced, whereas youth often see adults as too bossy or too busy.

Research studies indicate that successful youth-adult partnerships require a variety of elements, including:

- Youth and adults share equally in the decision-making process.
- Together, youth and adults achieve better results than either would if working alone.
- Roles for youth and adults are authentic and meaningful.
- Youth and adults learn together and serve as resources for one another.
- Each group is treated with respect and dignity by the other group.

Roger Hart's Ladder of Participation is an easy way to understand optimal youth-adult partnerships. A statewide training on Hart's Ladder is available by contacting the 4-H UCCE Office for details. See Appendix, page 5. Retrieved from: <http://4h.ucanr.edu/About/Framework/YAP/>



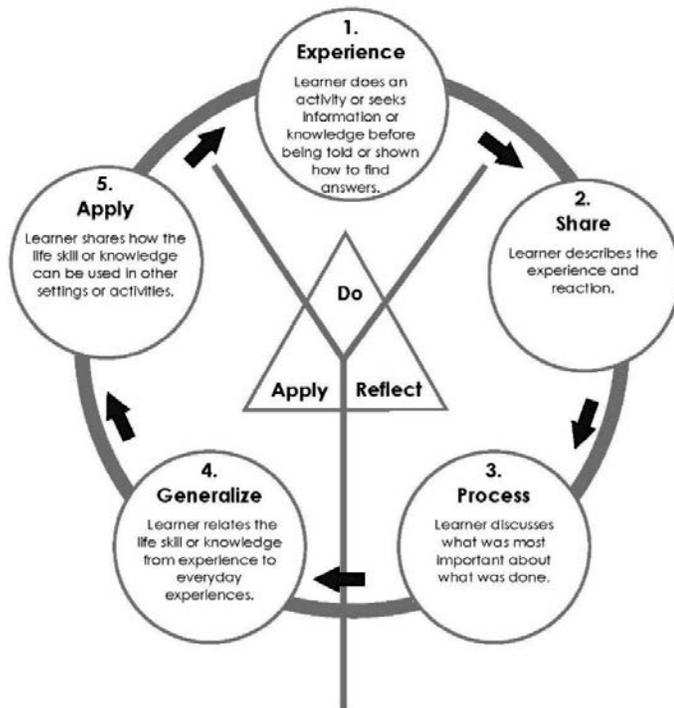
Experiential Learning

You may have experience with or at least remember hearing about experiential learning in your 4-H Adult Volunteer Orientation. It is important to understand this model because the 4-H program is based on a proven experiential learning model. It creates an educational climate through planned learning by exploring, doing, and reflection.

An essential component of 4-H science, engineering and technology programs is the framing of activities around the experiential education cycle. Experiential education provides opportunities for participants to construct meaning through engaging experiences. Components of experiential education include:

- 1) Experience: An activity to engage learners in an investigation, observation, experiment or scenario. It is important to let members work through how they might solve the problem presented to them. Answering questions is fine but let them come to conclusions or try a different strategy, themselves.
- 2) Reflection: Seamless movement through three distinct phases (share, process, generalize) where the facilitator guides the learners to share thoughts and feelings with others to process and generalize their experience. The reflection should be focused around the concepts explored in the chapter. Throughout this series, you the guide gives you open-ended questions/prompts to help youth think about what they learned. These questions usually start with “What....?”, “How....?”, “Discuss...”, etc.
- 3) Application: An opportunity for learners to apply new knowledge to authentic situations to help deepen and extend their understanding.

Only providing a hands-on learning experience does not count as experiential learning. The experience comes first, and the learning comes from ideas created during the sharing, processing, generalizing and applying those experiences.



Pfeiffer, J.W., & Ballew, A.C. (1988). Using structured experiences in human resource development (UATT Series, Vol. 1). San Diego, CA: University Associates.

Inquiry-based Learning

In addition, high quality out-of-school-time education is best when it is youth-centered and allows for young people to inquire into the concepts. In inquiry-based learning, youth build understanding through active exploration and questioning. The key to inquiry is that youth seek answers to questions rather than being given answers, which requires those who lead activities to facilitate the learning process and not simply disseminate knowledge. When activities are being led in an inquiry manner, youth actively question, observe and manipulate objects in the environment.

Youth need opportunities to develop an understanding of the fundamentals of scientific inquiry. These include:

- Being able to ask a question about objects and events in the environment
- Abilities to plan and conduct a simple investigation
- Skills to use tools and equipment to collect data and observe the world
- Reasoning skills to analyze data and make conclusions
- Competence to communicate findings



The Value of Reflection

Adapted with permission from: Cain, J., M. Cummings., & Staunchfield, J. (2008). A teachable moment: A facilitator's guide to activities for processing, debriefing, reviewing, and reflection. Dubuque, Iowa: Kendall Hunt.

For youth to become better learners it is important to make time for reflection. Research has shown that when we allow time for reflection and use effective techniques, we learn better. This is not just beneficial for brain, it's necessary.

Leaders are often motivated by exciting and engaging group challenges that they sometimes do not make time for what they consider the less engaging task of debriefing or reflecting. Although process activities can be a little dry at times, it can also be engaging--the enthusiasm of the leader helps youth view reflection as a powerful learning tool.

Facilitator Tips on Reflection

Allow group members to pass. This will help them trust the facilitator and the group. Members will offer insight in a group setting when they are ready.

Help the group create a model for appropriate behavior during group activities and discussions. For example, you may want to create some group agreements about appropriate behavior before beginning the activity. You can refer to the group agreements as necessary. This increases the amount of sharing as well as interaction within the group. Also, it increases opportunities for reflection.

Begin reflection activities with simple, conversational prompts. For example, you could start the conversation by saying, "While you were doing this activity, I noticed... Would someone share with the group something you noticed?" This leads to more in-depth discussions. Reflection is an art that needs to be practiced both by the member and the facilitator.

Allow for superficial answers and comments during reflection activities. REMEMBER: This is a practice exercise. When people begin to reflect they might start with surface-level comments and observations. Persevere! As group members develop continued participation, the level of sharing and reflection increases.

Silence is okay, even necessary. Allow time for group members to think and formulate their ideas.



Look for teachable moments. It can be effective to reflect at different times during the program depending on the group and situation. Always remember that structured reflection doesn't need to happen with every activity but should minimally occur at the end of a lesson.

Mix up your methods. According to scientific brain research, novelty and use of different learning tools/methods facilitates learning.

Processing can happen any time. Sometimes a group will experience a teachable moment during problem solving. A brain-based learning approach shows that immediate feedback and reflection during this time can be valuable.

Treat debriefing activities as fun and engaging. Debriefing is not just something you do after the fun and engaging activity is over.

Empower participants. Be careful not to force your own agenda, opinions, and/or judgements on members. Go with the flow and be flexible. Let youth take charge of their own learning.

Allow the group to self-process. At times it is helpful to divide the group into smaller, more individualistic groups. This helps members feel more comfortable expressing an opinion.

Take risks. Experiment. Allow for an activity to be unsuccessful. There are always new things to learned by making mistakes--allow this to happen.

Administration and Management

Club Program

4-H members in clubs operate under an established constitution and by-laws or operating procedures. Clubs generally elect youth officers, and youth leaders provide leadership to the club and projects. In partnership with adults, youth develop and implement an annual educational plan. The Club adult volunteers support the members in these activities and guide them as they acquire leadership skills.

Youth leadership roles are essential in the structure of the club. As previously described in youth-adult partnerships and Hart's Ladder, your job is to engage youth members in intentional leadership opportunities.

The youth officers plan and carry out the work of the club. Junior and teen leaders provide assistance to project leaders and mentor younger members. See the Officer's Manual retrieved



from: <http://4h.ucanr.edu/files/167443.pdf>. See the Treasurer's Manual retrieved from: <http://4h.ucanr.edu/files/14647.pdf>

After all, the club belongs to the youth members, not to the adults—be sure youth have meaningful learning and leadership opportunities. Always ask yourself and others, “How can we structure this, so the members are making the decisions or leading the way on this effort/project/activity?”

Active Enrollment

Before you begin working with members, verify that all volunteers and members have completed the enrollment process and submitted payment based on your county’s guidelines. This is necessary to ensure that they are covered with accident/illness insurance.

Also, make sure you have access to a signed medical release and health history form for each volunteer and member in the club. These forms could be kept in a file or notebook that can only be accessed by 4-H adult volunteers or be able to be downloaded via a computer or mobile device if needed. This will help protect and respect the privacy of privileged and sensitive health information. Medical release forms (hard copy or digitally) should be accessible during all club meetings, project meetings, events, and activities that occur within and outside the county. Instructions on enrolling in 4hOnline and enrollment forms can be found here: http://4h.ucanr.edu/Resources/Enrollment_Forms/

The Club Year

The club meeting is often the first impression for families considering involvement in 4-H. Club meetings give members a venue to brainstorm and make decisions regarding their club, develop their communication and social skills, and provide an opportunity for youth leadership. A 4-H club meeting is a time for membership to come together to conduct business, educational programs, and recreation. All three are necessary for variety and balance which keeps the interest of members and makes the 4-H meeting worthwhile.

Logistics of the meeting include: location, space, seating, date, and time. Find a location that provides enough space, lighting, and comfort for all members. Seating arrangements can influence the participation of the members. Sitting in rows discourages interaction, while sitting in a circle or semicircle creates a feeling of friendliness and inclusion and encourages participation. Set a consistent date and time: i.e., the second Tuesday of the month at 6:30 pm. It is recommended that clubs hold eight meetings per year.

A 4-H Meeting Has 3 Main Parts		
Opening & Business	Educational	Recreation
15-20 minutes	30 minutes	15-20 minutes
		

4-H Club Business Meeting Agenda Template found at:
<http://4h.ucanr.edu/files/167453.pdf>

Remember that volunteers may not sign Facility Use Agreements. Contact your County Staff if you are using a facility that requires an agreement or any insurance.

Planning the Year

The club's yearly goals and plans set the direction for the 4-H year. There is no one "right" set of goals or "right way" to create the yearly plan. The goals, and how the club does a yearly plan, will depend on the ages of the club members, the size of the club, and the interests and projects of the members.

Most clubs elect their officers during the last meeting of their year, and policy states they must be elected by the first meeting of the year. Clubs that operate only part of the year need to plan a program as soon as possible to complete project(s) in time.

Using the 4-H Club Program Planning Guide, officers and club leaders set goals for the program year. The Guide is also used for end-of-year evaluating. Find the 4-H Club Program Planning Guide at: <http://4h.ucanr.edu/files/167444.pdf>

For resources on setting goals, see the Thrive curriculum found at: http://4h.ucanr.edu/Resources/Curriculum/4-H_Thrive_Educational_Series_Resources/

Creating the Plan

Once goals are agreed upon, it is important to survey all club members for specific program ideas. When everyone's ideas have been presented and the group is ready to discuss them, it is



helpful to have these items handy. *Items found on the State 4-H website: www.ca4h.edu

- Annual 4-H Club Planner*
- Officer's Manual*
- Meeting site calendar
- School calendars
- County 4-H calendar
- 4-H Project lists*
- Info about community service and field trips
- Info about community celebrations/festivals/events

Some ideas for the plan are:

- Club and project meeting dates
- Club Presentation Day
- Club Record Book training and judging
- Officer training
- County, State, and National events*
- End of year celebration
- Club Awards
- National 4-H Week Event*
- Tractor Supply Paper Clover Weeks*
- Joanne's Paper Clover Campaign*
- Fundraising events
- Service Learning Projects*
- Community events
- Outreach events

Evaluation

As the year progresses, changes may be necessary. You may spot lagging interest, more pressing needs, or new opportunities.

After several meetings, the club should review progress towards goals, discuss new opportunities and, if necessary, amend the club plan. Evaluation doesn't just happen at the end of the year; it is ongoing throughout.

End of the Year

As you close the 4-H year, you will need to complete the 4-H Club Program Planning Guide found at:
<http://4h.ucanr.edu/files/167444.pdf>

You will also need to provide your county office with the required end of year forms.

Annual Financial Report: <http://4h.ucanr.edu/files/23114.pdf>

Annual Inventory Report: <http://4h.ucanr.edu/files/19875.pdf>

Year-End Club Peer Review: <http://4h.ucanr.edu/files/19876.pdf>

Year-End Club Peer Review Checklist:

<http://4h.ucanr.edu/files/19877.pdf>



Support Member and Volunteer Opportunities

Local club events are a great way to get a member's feet wet, but continued learning by branching out to county, state, and national events may give youth opportunities for growth. See your county program representative or VMO for local activities and events.

Refer to page 13 of the Handbook for Families and the state website for a list of state events, found at:

<http://4h.ucanr.edu/files/271860.pdf>

Steps to Success

The Steps to Success document provides policy guidelines so all youth have an equal opportunity for accomplishment. This resource motivates members to participate to reach their goals.

You can find the 4-H Steps to Success at:

<http://4h.ucanr.edu/files/210544.pdf>

The related 4-H Steps to Success FAQ at:

<http://4h.ucanr.edu/files/224707.docx>

Fundraising

Every fundraiser the club does must have prior approval from your county office. Submit the Fundraising Approval Form to your office in a timely manner. Clubs may not solicit grant funds independently from the county office because they require signing a contract. If you have a potential for getting grant-based funds, please contact your county office for assistance.

Record Book

4-H record books are a valuable and educational component of the 4-H YDP. 4-H record books are not required for membership or for participation in 4-H activities such as club events, 4-H camps, or conferences. They may be required for certain awards or leadership roles. Check with your county for local record book awards. Record Book Resources are found at: http://4h.ucanr.edu/Resources/Member_Resources/RecordBook/

Meeting control/engagement

Corporal punishment is never permitted in the 4-H YDP. Using shame or humiliation are also unacceptable forms of motivation—because they do actual harm. Positive techniques of guidance, including redirection, positive reinforcement, and encouragement rather than competition, comparison, and criticism must be used. 4-H YDP staff, adult volunteers, and junior/teen leaders will maintain age-appropriate behavior expectations and set-up guidelines and environments that minimize the need for discipline.

Effective behavior management begins by creating a safe, secure, and comfortable setting for the group's activities. When



needs for security, belonging, and recognition are being met, misbehavior will less likely occur.

Positive reinforcement is the most effective way for motivating youth. By providing many opportunities for youth to become involved in the meeting, they are more likely to participate and become interested.

Disruptive behavior is often a plea for attention. Try giving a disruptive member a special job to help you or the club. Help the member channel that energy and need in a positive direction.

Adult volunteers, parents, or a Sergeant of Arms officer position can help give gentle reminders to disruptive members about what appropriate meeting behavior is.



FIRST MEETING OF THE YEAR

Activity	Description
Enrollment + Fees	All members should enroll and pay fees in the beginning of the year. Clubs can have a payment plan as long as the full fee is paid by December 31st. Digital or paper health forms must be complete. Check with your county for additional paperwork due at the beginning of the year. Check county deadlines for fair enrollment.
Adult Volunteers	Complete fingerprints and orientation course. See Chapter 6 of the Policy manual.
Officer Positions	Must have at least a president, secretary, and treasurer. Complete by the second meeting of the year. Can be done at the end of the previous year. Review officer manual for more officer roles.
Projects	Make a list of projects for member sign-ups, either paper or online. Communicate with past project leaders and recruit new adult volunteers for a variety of projects.
Communication	Establish ways of communication between leaders and members. Go over email, social media of club, and phone numbers.
Calendar	Cover club meeting dates and important future events and deadlines (record book clinics, club presentation day, end of year party, etc.)
Yearly Budget	Must establish yearly budget. Reflect on last year's budget for better planning
Unit Planning Guide	Make plans and goals as a club for a successful year.
Fundraising	Create a plan and turn in fundraising approval forms to county office
Facility Use Agreements	Work with county staff to make sure these are in place before meetings happen
Name, Constitution, and Bylaws	For new clubs only: Complete by first meeting in order to apply for the club charter. Meet with county staff to discuss plans and receive help.



MID YEAR CHECK-IN

Activity	Description
Evaluation	Check-in with members and leaders for project completion, satisfaction, leadership goals, and issues.
Plan to buy awards and pins	Avoid paying for rush shipping by ordering early.
Activity follow-up	Leadership goals, unit planning guide, and yearly budget should be reviewed.
Event planning	Make sure event planning is moving along as scheduled. Begin planning for events towards the end of the year.
Fundraising	Any new developed fundraising ideas need a fundraising approval plan.
Complaints	Follow guidelines and deadlines on the 4-H County Complaint form
Reimbursement	Keep up with reimbursements on the local, county, and state level. Refer to treasurers manual for more information.

LAST MEETING OF THE YEAR

Activity	Description
Evaluation of official plans	Look back on Unit Planning Guide, Yearly Budget, and leadership goals. See what improvements could be made for next year. Use tactics that were successful this year again.
Reflection from participants	Reflect on the club environment, achievements, and individual progress. Get members excited to take on new roles within the club. Get feedback from projects leaders.
Paperwork	Check with your county office for annual end-of-year forms.
Awards	See incentives and recognition section for available awards for the members.
Outreach	Plan methods to reach out to youth in community to expand club. Suggest members to talk to their friends about 4H.
Officers	Remind the historian, secretary, and treasurer to turn in their officer books at the end of the year. Be willing to answer any questions and make sure all information is accurate before submission. Hold elections for officer positions for the next year.
Record Book	Remind members who choose to turn in a record book of the upcoming deadlines for state and county. Be available for help and check in with progres.



MAINTAINING SAFETY YEAR ROUND

Activity	Description
Ratio	Prevent private, one-on-one interactions between members or between members and adult volunteers. Ensure that there are at least 2 adult volunteers supervising all activities.
Volunteer training	All adult volunteers must incorporate safety awareness in activities and be familiar with standard procedures in case of an emergency.
Safe spaces	4H activities must be held in a safe space, both physically and emotionally.
Inclusion	Check-in with members and ensure that everyone feels included in club activities.
Organization of health forms	Keep important medical information in an easily accessible, organized place. Take note of members in need of medical accommodations.
Transportation policy	Adult volunteers should refer to the transportation policy before driving members places.

Incentives & Recognition

The purpose of incentives and recognition are to reinforce the motivation of members and volunteers to participate, create, and achieve in the 4-H YDP and to underscore a sense of belonging and being valued in the 4-H YDP community. There are several policies related to incentives and recognition which can be found in Chapter 13 of the 4-H Policy Handbook. More information can also be found at:

http://4h.ucanr.edu/Resources/Member_Resources/

Incentives are motivators that encourage participation or achievement. They help a young person get started in an activity and see it through to completion. Recognition is the acknowledgment and affirmation of an individual for completing a task or achieving a result.

A system that provides a variety of incentives, rewards, and recognition is needed to serve today's diverse youth audience. Recognition & Incentives opportunities can be developed for participation, progress, standards of excellence and cooperation. Many events recognize members through competition for project-based skills (such as livestock judging, poultry, and horticulture) while others allow for recognition of life skills (such as presentations, judging contests, etc.). Recognition in peer competitions is a strong motivation for some, but not all, young people. It is not appropriate for primary members (youth



under age nine). Recognition is most meaningful when it is presented immediately following a learning experience.

The 4-H YDP uses two types of evaluation models:

- 1) The American (competitive-based; peer-to-peer) system ranks exhibits against one another and awards one first place, one second place, etc.
- 2) The Danish (standards-based, criterion-based) system compares each exhibit on its own merit against a set scorecard or recognized standard and awards as many first, second and third places as are merited. Each system or a combination of both has places where it is most appropriately used.

4-H Record Books are a valuable and educational component of the 4-H YDP. A Record Book may not be required for membership or for participation in 4-H activities such as club events and activities or for attending 4-H camps or conferences. Detailed information about Record Books can be found at: http://4h.ucanr.edu/Resources/Member_Resources/RecordBook/

A Record Book can only be required for Star Ranks and for optional Record Book competitions. By policy, Record Books may not be required for premium awards such as scholarships, attendance at leadership events, or any other opportunities that are unrelated to the Record Book. Guidelines for Unit and County Premium Awards can be found at: <http://4h.ucanr.edu/files/264623.pdf>

Many members use the California 4-H uniform hat to display their achievement pins. A 4-H uniform hat is NOT required for membership in the California 4-H Youth Development Program or for participation in any 4-H activity, event, or occasion. Hats can be ordered from Leslie Carman 4-H Club Supplies and information on proper achievement placement can be found here: http://4h.ucanr.edu/Resources/Member_Resources/Uniform/California_4-H_Hat/

Possible awards that can be used in the Incentives and Recognition program might be (but are not limited to): pins, medals, certificates, seals, parties, event scholarships, college scholarships.

Seals are awarded to members for various events and competitions. The most commonly used ranking system awards gold, blue, red, and white seals. Green seals are typically



awarded for participation. Standards may vary by competition and county. Seals may be purchased through Shop 4-H.

Certificates are presented to members for various awards, events, and competitions. Certificate templates for club and county use can be found at:

http://4h.ucanr.edu/Resources/Member_Resources/Awards/

The 4-H Steps to Success and the 4-H Steps to Success FAQ should guide the club policy on Incentives & Recognition.

Examples of Club Incentives & Recognition opportunities: Year Completion Pin; Year Stripe; Officer Pins; Junior and Teen Leader Emblems and Pins; 100% Attendance Pins; Star Rankings; Club Record Book Pin. For more information, see: http://4h.ucanr.edu/Resources/Member_Resources/Awards/#ClubAchievement

Incentives & Recognition Suggested Vendors

Shop 4-H

All Action Awards

Leslie Carman 4-H Club Supplies

County Incentives & Recognition

Many opportunities exist at the county level for members to be recognized at events. Some events require a member to qualify before moving on to the next level of competition (such as 4-H Presentation Days). A minimum achievement must be obtained at a qualifying event before the member may exhibit at the next event.

Examples of County Incentives & Recognition opportunities include 4-H County All Ambassadors and 4-H County Emerald Star programs. Check with your county office to see what Incentives & Recognition opportunities are offered at your county level.

State Incentives & Recognition

The Diamond Clover Award is the highest achievement for which a 4-H youth member is recognized.

California 4-H State Ambassador is one of the highest service opportunities and recognition attainable in the University of California 4-H Youth Development Program.

4-H Higher Education Scholarships are available for graduating high school seniors and college-attending students.



The 4-H Golden Clover Awards recognize outstanding achievement of 4-H members, adult volunteers, and groups within the 4-H YDP.

Senior members are eligible to pursue 4-H Record Book recognition beyond the county level for accomplishment within the 4-H YDP Program. Record Book evaluations and competitions at the club, county and state levels are focused on recognizing 4-H members who have outstanding 4-H record books. Information on how to conduct a club level Record Book evaluation can be found at:

National Incentives & Recognition

4-H YDP sanctions teams to participate in National 4-H competitive events and conferences each year after teams qualify at the appropriate statewide event. Each year the State Office nominates two volunteers for the National Volunteer Award Salute to Excellence Award in the categories of Lifetime Achievement and Volunteer of the Year. Applications are sought from the county level for submission to the State and are then sent on to the Regional and National evaluations.

Communication

Communication is what keeps us connected! Communication with the county 4-H office and the leaders and members in the club is crucial to the health and success of the club.

Communication from the 4-H Office could include information on events, registration, and other opportunities. It is important to pass this information along to the club, so adults and members don't miss out on 4-H activities and opportunities! 4-H Staff will also request information that must be passed on the State 4-H Office for reporting purposes. Responding promptly to these requests prevents conflict and miscommunication.

Helpful Communication Tips:

- Provide each family with a 4-H year calendar of club events and create an online calendar.
- Provide each family with the Handbook for Families, found at: <http://4h.ucanr.edu/files/271860.pdf>
- Announce dates at meetings, social media, club websites, email, in newsletters, and texting services.
- Call or text club members. Use apps like Remind to help with this.
- Check in with subcommittees to see that responsibilities are being carried out.

The Branding Toolkit provides guidelines and resources for print, apparel and online promotional materials, found at: http://4h.ucanr.edu/Resources/Branding_Toolkit/



4-H Guidelines for Social Media will help you to establish guidelines for all use of social media for the club, members and adults. Found at: <http://4h.ucanr.edu/files/133821.pdf>
To get the most up-to-date information on 4-H, statewide, subscribe to the California 4-H Update Newsletter, Facebook, Twitter, Instagram and Pinterest channels. All links can be found here: <http://4h.ucanr.edu/News/>

Conflict Resolution

From time to time, conflicts can arise between youth, youth and adults and between adults. The 4-H YDP staff are available to help members, 4-H adult volunteers, and parents address conflicts and create solutions to problems and for consultation and interpretation of policy and procedures. Issues should try to be resolved at the level where the conflict occurs, i.e. project level, club level, event level.

When conflicts cannot be resolved at its original level, some county assistance may be required. Contact your county 4-H office for your county's complaint process. The form will be evaluated based on 4-H core values and the code of conduct. The documents that can help guide your conversations include the Adult Volunteer Code of Conduct, the Volunteer Conflict Resolution Manual and the County 4-H Complaint Process. The Adult Volunteer Code of Conduct, Parent, Guardian or Adult Participant Code of Conduct and level one of the Volunteer Conflict Resolution Manual can be found in the Appendix.

Parent Conflict

Parents must follow the Parent, Guardian, or Adult Participant Code of Conduct for a safe and healthy learning environment. Parents must be respectful of all 4-H participants and cannot participate in prohibited activity. You may find that you must establish a culture of parental cooperation by reviewing the policy often. It can be found at:
<http://4h.ucanr.edu/files/210804.pdf>

If parents/guardians do not follow these guidelines, they may be barred or censored from attending 4-H YDP activities—which only the County Director has the authority to leverage. If you have attempted multiple times to seek cooperation from a parent/guardian without success, the next step is to contact the County 4-H Program Representative or 4-H Advisor. A child whose parents/guardians have been barred from participation or censored is still eligible to participate in the 4-H YDP.



Outreach and Diversity

4-H is a publicly funded program through USDA/NIFA and as such is open to all youth and families. This means the diversity in your community should be reflected in the diversity in the club. Club leaders should actively know the communities served by the club and recruit new youth and families. If you have questions on ways to do this, contact your county office. Club officers are required to document their outreach via the Outreach Methods Documentation form which can be found at: <http://4h.ucanr.edu/files/167457.pdf>

It is important to know and understand the Nondiscrimination statement found at: https://ucanr.edu/sites/anrstaff/Diversity/Affirmative_Action/Resources/Policy-related_downloads/ and the Policy on Affirmative Action and Civil Rights found in the 4-H Policy Handbook. The Nondiscrimination statement must be included in all printed fliers that are used for the club or the public.

All aspects of every 4-H YDP must be designed to meet the needs of and to be accessible to all participants without discrimination. Reasonable accommodations must be made to allow members and adult volunteers with disabilities to participate. 4-H YDP staff are required to review and, if appropriate, adjust program teaching methods, subject matter content, and meeting places and times to assure accessibility of programs. Club leaders are expected to embrace and support these efforts.

California 4-H Policy Handbook

Policies are established to insure the educational and administrative integrity of all UCCE 4-H YDP activities and are administered and interpreted by 4-H YDP staff in consultation with the county director, Statewide 4-H Director and ANR administration.

The UC ANR 4-H Policies are arranged in 13 Chapters:
Chapter 1: Mission and Direction in the 4-H Youth Development Program
Chapter 2: Roles of State and National 4-H YDP Partners
Chapter 3: Affirmative Action and Civil Rights
Chapter 4: Enrollment and Delivery Mode
Chapter 5: Membership and Participation
Chapter 6: 4-H Adult Volunteers, Parents, and Other Adults
Chapter 7: Experiential Learning
Chapter 8: 4-H Volunteer Management Organization and Unit Management
Chapter 9: Financial Management



Chapter 10: Business, Insurance and Risk Management

Chapter 11: Health and Safety

Chapter 12: Collaborations and Relationships

Chapter 13: Incentives and Recognition

Each Chapter is sub-divided into Articles that are topic specific. In addition to the policies, each Chapter and Article has the related forms for that policy embedded in the content as well as at the end of the Chapter. A complete Chapter and Article list with hyperlinks to the state 4-H website is provided in the digital version of this handbook.

Risk Management Policy Examples

Verified Enrollment

Before a new volunteer can begin working with youth in any capacity, verify their appointment letter from the County Director.

Before you begin working with members verify that they have completed the enrollment process and submitted payment for program fees to the UCCE County 4-H Office. This is necessary to ensure that they are covered with accident/illness insurance.

Medical Release & Health History

Obtain a signed medical release and health history form for each member in the club. These are completed in the 4hOnline enrollment system and can be printed out. Keep them in a file or notebook that can only be accessed by 4-H adult volunteers. This will help protect and respect the privacy of privileged and sensitive health information. Medical release forms should be onsite during all club meetings, project meetings, events, and activities that occur within and outside the county.

Likewise, be sure that you have completed the enrollment process and received your official 4-H volunteer appointment card before the first club meeting. Returning volunteers are covered by insurance until December 31st so there is a grace period that allows them to work with youth during the enrollment period. This will assure that you are covered with accident/illness and automobile and general liability insurance. If for some reason a volunteer receives a limited appointment or not appointed by the UC 4-H program, you will be notified. Volunteers who are disengaged by the County Director may no longer serve in a volunteer capacity, and their involvement as a parent may or may not be affected as well. It is one of your responsibilities to make sure the restrictions are enforced.

Two Adult Rule

California 4-H Policies always require that there be two adult volunteers with youth members. We realize that in some occasions it may be impractical to have two appointed volunteers



present and, in these situations, there should be one appointed adult volunteer and another adult or 4-H staff member present (one of which must be at least 21 years of age). No one-on-one interactions can occur in private. Throughout the year there may be a need to meet individually with a club member so be sure that either another adult is present or that the discussion occurs in a place where you are visible to others.

Transportation Policy

If the need to transport youth members arises please remember that adult volunteers should not be one-on-one in a vehicle with members other than their own child. Keep in mind that 4-H youth members including Junior and Teen Leaders are NOT authorized to drive on behalf of the 4-H Youth Development Program (YDP) and shall not transport other members to and from any 4-H function.

Safe Environment

Creating a safe environment is critical to healthy development. 4-H youth members need to feel that they are physically safe and protected from harm. As a 4-H adult volunteer you are responsible for the safety of members during all meetings and activities. So, prior to meeting, it is prudent and recommended that you evaluate the configuration, accommodations, limitations, and hazards of the space. Several resources have been developed to help you create physically safe environments. See the 4-H Safety Manual and Clover Safe Notes at http://safety.ucanr.org/4-H_Resources/.

Youth Leadership

As youth leaders 4-H adult volunteers must monitor and guide the leadership techniques used by members. Members can function in teaching and administrative roles, but they are unable to assume the responsibility of an adult volunteer.



APPENDIX

Community Club Leader

Sample Position Description (check for current versions available from the county 4-H office or the state 4-H website)

(These duties may be shared with or delegated to Assistant Unit Volunteers.)

General Description

The 4-H Youth Development Program (“YDP”) Organizational Unit Volunteer:

- Coordinates (by managing and facilitating) the team that provides support, guidance, and direction to 4-H members and the unit.
- Is the primary contact person for the unit with the county 4-H YDP staff and the county 4-H VMO.
- Promotes the 4-H unit, and its mission and programs to the community.
- Ensures compliance with and adherence to University of California 4-H YDP policies, procedures and core values by parents, adult volunteers and members.
- Provides a safe environment that fosters positive youth development.

Qualifications

Adults, especially parents/guardians of 4-H members, may serve as unit volunteers. A unit volunteer should have:

- A knowledge of and interest in youth and youth programs.
- A willingness to devote time and energy to the task.
- A willingness to participate in trainings for the task.
- The ability to share decision-making and responsibilities with youth leaders and adult volunteers.
- The ability to support another person while he/she seeks to accomplish a task.
- The ability to organize and manage a team effort.
- Knowledge of the 4-H YDP, and its mission, core values and policies.
- A knowledge of the community and its resources.

Duties

The 4-H Organizational Unit Volunteer ensures that the unit is organized by arranging for the unit to:

- Ensure that two adult volunteers are present at meetings.
- Meet regularly.
- Elect, install and train its officers, junior and teen leaders, and work with officers before the meeting to plan the agenda.
- Plan to seek new members and to recognize graduating members.
- Plan with officers’ units’ yearly program and activities.
- Annually conduct project enrollment and provide adequate project leadership in areas chosen by members.
- Conduct a range of activities including community service activity and participate in county events and programs.
- Help members and officers evaluate the unit program.
- Financial and other reports.



Initiates and supervises a system for the support of adult volunteers including:

- Regular communication with 4-H families, especially parents/guardians.
- Clear designation of positions to be filled and jobs to be done including written job descriptions.
- Invites persons with appropriate interests and skills to accept the jobs.
- Distributes the jobs evenly among the families of the unit.
- Helps the adult volunteer who has accepted the job to understand what is required.
- Involves volunteers (the team) in learning experiences, which help them do their jobs well.
- Meets regularly with the officers and adult volunteers to plan for the unit.
- Supports adult volunteers and members as they implement the plans.
- Maintains communications with all members and adult volunteers of the unit.
- Assists the team (and each member of it) to evaluate the strength of the program, giving helpful feedback as appropriate.
- Arranges for recognition of all adult volunteers.
- Plans for experienced adult volunteers to choose more complex or responsible leadership positions.

Maintains communication between the 4-H unit and the county 4-H YDP staff including:

- Ongoing contact with the county 4-H YDP staff.
- Maintaining awareness of county programs and events and sharing this information with the unit.
- Submitting complete enrollments and financial reports by county due dates to the county 4-H YDP staff.
- Ordering supplies.

Relationships

The unit volunteer accomplishes tasks by working with:

- Parents/guardians and interested adults.
- Members, officers and junior/teen leaders.
- The community.
- 4-H YDP staff, the county 4-H VMO and other experienced organization volunteers in the county.

Time required

The 4-H Organizational Unit Volunteer allows sufficient time for:

- A minimum of 6 meetings per year is required; though a minimum of 8 is recommended.
- Organizing and planning with the leadership team (approximately 1-3 hours per month).
- Attendance at volunteer training meetings during year.
- Participation in other activities and events as desired.

Resources Available

The 4-H Organizational Unit Volunteer will receive:

- Support and assistance from leadership teams and parents/guardians of members.
- Assistance from retiring unit volunteer and/or other experienced volunteers in the county.
- Guidance and support by county 4-H YDP staff, and county or area training sessions.

Rewards

The 4-H YDP Organizational Unit Volunteer may experience the:

- Satisfaction of significant contribution to growth of members.
- Respect and friendships of members, officers, and junior/teen leaders.
- Respect and gratitude of parents/guardians and community.
- Recognition of accomplishments by unit and county.
- Opportunity for continued personal growth.
- Opportunity for increasingly responsible leadership roles.
- Out-of-pocket expenses may be deductible from income tax.

Length of Commitment

- One year, reviewed annually.



UC 4-H Youth Development Program Framework

Environments:
Family, School,
Community

Youth Organizational Practices

Youth Development Practices

Educational Practices

Youth Development Outcomes

Youth Educational Outcomes

Early Adult Outcomes

VISION
Healthy, happy, thriving people who make a positive difference in their communities

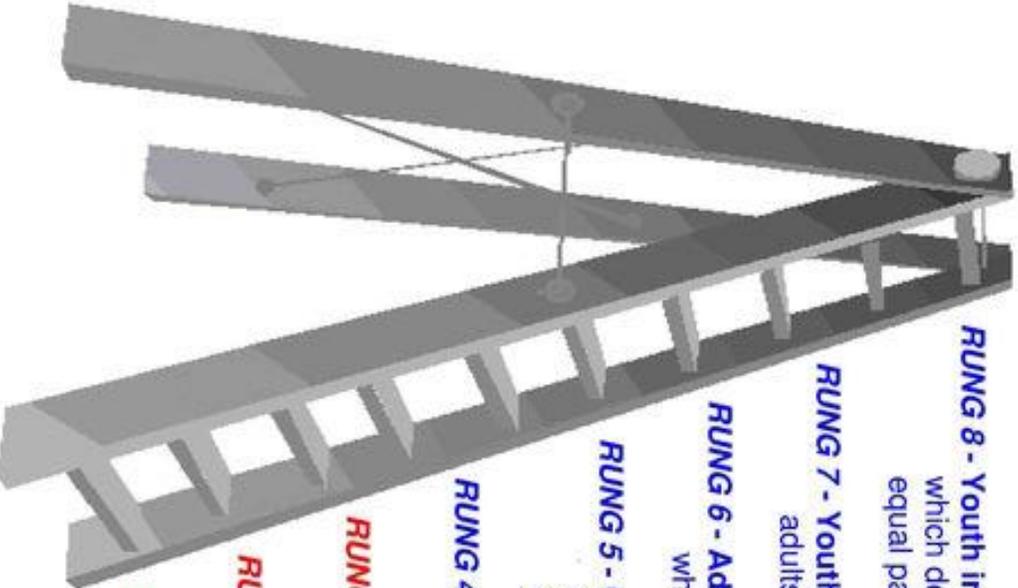
- Research-based, inclusive and culturally competent
 - Highly trained staff and volunteers
 - Low staff/volunteer to youth ratio
 - Safe, reliable and accessible activities and spaces
 - Continuity and consistency of care
 - High, clear and fair standards
 - Clear, equitable policies
 - Value youth as resource
 - Youth involvement
 - Community engagement
 - Diverse, interesting, fun and skill building activities
 - Assessment/evaluation
 - Supportive environments
 - Collaborative community partnerships
 - Flexibility to allocate available resources
 - Integrated culture of philanthropy
- Safety**
 - Physical
 - Emotional
 - Relationship Building
 - Guidance
 - Emotional support
 - Practical support
 - Knowledge of youth
 - Youth Engagement**
 - Youth-adult partnerships
 - Input and decision making
 - Leadership opportunities
 - Sense of belonging
 - Community involvement
 - Ability to impact community
 - Knowledge of the community
 - Skill Building**
 - Sparks
 - Growth mindset
 - Goal management
 - Self-reflection
- Content**
 - Science, engineering and technology
 - Healthy living
 - Citizenship
 - Leadership
 - Teaching Methods**
 - Project-based learning
 - Experiential learning
 - Inquiry learning
 - Collaborative learning
 - Service learning
 - Extended Learning
 - Public speaking
 - Record keeping
 - Junior/Teen leader
 - Teens as teachers
 - Exhibitions
 - Conferences
 - Field days
- Caring
 - Contribution
 - Confidence
 - Competence
 - Character
 - Connection
 - Improved academic performance
 - Science literacy
 - Engineering literacy
 - Technology literacy
 - Health literacy
 - Cultural literacy
 - Workforce preparedness
 - Economic self-sufficiency
 - Contribute to community
 - Healthy lifestyles

Developed by: Shannon Dogan, Gemma Miner, Steven Worker, Mandi Bottoms, Russ Hill & Scott Maute
Adapted from the Community Network for Youth Development (CNYD) Framework & the Community Action Framework for Youth Development (Garbano, Klein & Cornell, 2002)





ROGER HART'S LADDER OF PARTICIPATION



RUNG 8 - Youth initiated shared decisions with adults: Youth-led activities, in which decision making is shared between youth and adults working as equal partners.

RUNG 7 - Youth initiated and directed: Youth-led activities with little input from adults.

RUNG 6 - Adult initiated shared decisions with youth: Adult-led activities, in which decision making is shared with youth.

RUNG 5 - Consulted and informed: Adult-led activities, in which youth are consulted and informed about how their input will be used and the outcomes of adult decisions.

RUNG 4 - Assigned, but informed: Adult-led activities, in which youth understand purpose, decision-making process, and have a role.

RUNG 3 - Tokenism: Adult-led activities, in which youth may be consulted with minimal opportunities for feedback.

RUNG 2 - Decoration: Adult-led activities, in which youth understand purpose, but have no input in how they are planned.

RUNG 1 - Manipulation: Adult-led activities, in which youth do as directed without understanding of the purpose for the activities.

Adapted from Hart, R. (1992). Children's Participation from Tokenism to Citizenship. Florence: UNICEF Innocenti Research Centre, as cited in www.freechild.org/ladder.htm

For Reference Only



Adult Volunteer Code of Conduct

(PAGE RETAINED BY THE 4-H ADULT VOLUNTEER)

We appreciate your volunteer service to the University of California Agriculture and Natural Resources (UC ANR) and the valuable link you provide to local communities. When in the course and scope of your duties, you are considered an agent of the University of California (UC) and have the following rights and responsibilities.

Your Responsibilities:

1. Maintain a professional presence and dress when acting as a volunteer (see [California 4-H Dress Guidelines](#)).
2. Recognize, honor and uphold the responsibility and authority of the statewide and local program staff in setting program priorities, standards and direction.
3. Be committed to the core values, educational goals, and quality standards of the statewide program.
4. Respect and safeguard the individual rights, talents, safety, and property of program participants.
5. Take personal responsibility for the resolution of any interpersonal conflict that may arise, whether with fellow volunteers, program participants, program staff and/or other UC personnel; thereby demonstrating positive conflict resolution skills to all involved.
6. Prohibit discrimination against or harassment of any person in any statewide program or statewide program activity (see [UC ANR Nondiscrimination and Affirmative Action Policy](#)).
7. When driving on UC business, possess a valid California driver's license and carry proof of the minimum automobile liability insurance required by UC; and ensure that all passengers use seat belts.
8. Report volunteer hours on a regular basis as required by the statewide program (see [UC Master Food Preserver Policy Handbook](#), and [UC Master Gardener Policy Handbook](#)).
9. Follow UC guidance for all program financial matters and provide receipts for any money collected in the name of UC.
10. Adhere to and help enforce program policies and procedures referred to in the Policy Handbook (see [4-H Policy Handbook](#), [UC Master Food Preserver Policy Handbook](#), and [UC Master Gardener Policy Handbook](#)).
11. Be recognized as an agent of the UC when working in the course and scope of your volunteer duties by wearing your program name badge (see [UC Master Food Preserver Policy Handbook](#), and [UC Master Gardener Policy Handbook](#)).

Your Rights:

1. To be respected by program staff.
2. To have access to current program materials, training, and curriculum to support program delivery.
3. To be informed of any infraction that may or does result in corrective action or dismissal from the program.
4. To make written complaints concerning statewide programs, policies or personnel as described in the Policy Handbook (see [4-H Policy Handbook](#), [UC Master Food Preserver Policy Handbook](#), and [UC Master Gardener Policy Handbook](#)).

The following are prohibited when acting on behalf of a UC ANR statewide program:

1. Failure to act in a supportive and cooperative manner with program stakeholders, failure to adhere to the programmatic goals established by the program staff and/or failure to support [UC ANR's Principles of Community](#).

Form Revised 7/1/2018

For Reference Only

Adult Volunteer Code of Conduct – page 2

(PAGE RETAINED BY THE 4-H ADULT VOLUNTEER)

2. Violation of the UC ANR Volunteer Agreement or Adult Volunteer Code of Conduct.
3. Possession or use of alcohol, tobacco/tobacco products, e-cigarettes, marijuana/marijuana products, illegal drugs and/or other inappropriate materials (or to be under the influence thereof) when involved in a statewide program activity.
4. Use of abusive, obscene and discriminatory language at any program activity.
5. Attack or harassment of another person; whether visual, verbal, physical and/or by the use of social media.
6. Private, one-on-one interactions with youth members at *any time*, both during program activities and outside of program activities, (other than as approved by the youth member's parent/guardian), or an exceptional circumstance such as an emergency.
7. A romantic relationship with any youth member at *any time*.
8. Behavior that is illegal, unsafe, or contrary to the highest standard of ethics (see [Regents Policy 1111](#)).

Consequences:

All UC ANR volunteers and trainees shall act in ways that promote and support statewide program goals and do not conflict with statewide program policies and procedures. Infractions of this Adult Volunteer Code of Conduct should be reported promptly by anyone observing them to program staff. The UCCE County Director may, if necessary and with guidance from the Statewide Volunteer Coordinator, immediately limit, suspend or terminate the services of any statewide program volunteer.

Further, the UCCE County Director may, if necessary in their sole judgment, waive the formal review process and immediately suspend or terminate a volunteer if in the best interest of the program (e.g., a potential threat to public safety, receipt of notice that the volunteer is the subject of a criminal investigation, and/or other conditions that cannot be remedied with corrective action). In such instances, the decision of the UCCE County Director* is final. The [Conflict Resolution Manual](#) is intended to serve as a process guide for working through infractions.

Photograph and Information Release

(PAGE RETAINED BY THE 4-H ADULT VOLUNTEER)

I give to The Regents of the University of California, National 4-H Council, National 4-H Headquarters (USDA), Cooperative Extension and units, its nominees, agents, and assigns, unlimited permission to copyright and use, publish, and republish for purposes of advertising, public relations, trade, or any other lawful use, information about me and reproduction of my likeness (photographic or otherwise) and my voice, whether or not related to any affiliation with 4-H, with or without my name. I hereby waive any right that I (and minor) may have to inspect or approve the copy and/or finished product or products that may be used in connection therewith or the use to which it may be applied. By signature on the 4-H Adult Volunteer Application Form, I consent and agree to the foregoing terms and provisions.

Form Revised 7/1/2018

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Parent, Guardian, or Adult Participant Code of Conduct

(PAGE RETAINED BY THE PARENT, GUARDIAN, OR ADULT PARTICIPANT)

All 4-H parents, guardians, or adult participants are subject to all of the requirements of the 4-H Policy Handbook. As well, all 4-H parents, guardians, or adult participants are subject to all other applicable University of California (UC) policies, and to all other relevant laws and regulations. The following requirements are critically important and, as such, constitute the California 4-H Youth Development Program (YDP) Parent, Guardian, or Adult Participant Code of Conduct.

1. Respect all 4-H participants including youth members, adult volunteers, parents, guardians, other adult participants, 4-H YDP staff, and other UC personnel.
2. Comply with all requirements of the State 4-H Office, UC Cooperative Extension (UCCE) County Directors, 4-H YDP staff, and other UC personnel.
3. Recognize the responsibilities of the State 4-H Office, UCCE County Directors, 4-H YDP staff, and other UC personnel in setting program standards, priorities, and direction.
4. Support implementation of the 4-H YDP as administered by the State 4-H Office, UCCE County Directors, 4-H YDP staff, and other UC personnel.
5. Recognize, respect, and support 4-H adult volunteers in performing the duties and responsibilities afforded to them by virtue of their role.
6. Take personal responsibility for any interpersonal conflict that may arise, whether with parents, guardians, other participating adults, adult volunteers, 4-H YDP staff, and/or other UC personnel; thereby demonstrating positive conflict resolution skills for youth members.
7. Follow the *California 4-H Dress Guidelines* - <http://4h.ucanr.edu/files/210170.pdf>

PROHIBITED BEHAVIORS AND ACTIONS

The following behaviors and actions are prohibited for all 4-H parents, guardians, or adult participants when engaged in any 4-H activity. The UCCE County Director* may, if necessary in their sole judgment, immediately bar or censor involvement of any 4-H parent, guardian, or adult participant that does not comply. In such instances, the decision of the UCCE County Director* is final.

1. Possession or use of alcohol, tobacco, smokeless tobacco products, e-cigarettes, unregulated nicotine products, illegal drugs, and/or any other inappropriate materials.
2. Participation while impaired in a manner that impedes making a constructive contribution to the 4-H program.
3. Driving any 4-H participant in any vehicle without a valid driver's license and proof of automobile liability insurance; and/or failure to ensure that all passengers use seat belts.
4. Use of abusive, obscene, and/or discriminatory language.
5. Attack or harassment; whether verbal, physical, written, or by the use of social media.
6. Engagement in discrimination on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or status as a covered veteran.
7. Be the subject of a criminal investigation or prosecution for a misdemeanor or felony offense.
8. Engagement in any other behavior that is illegal, unsafe, and/or does not support the 4-H mission.
9. Have private, one-on-one interactions with youth members, at *any time*, both during 4-H activities and outside of 4-H activities, (other than as approved by the youth member's parent/guardian), or an exceptional circumstance such as an emergency.
10. Engagement in any behavior that – in the sole judgment of the UCCE County Director* – negatively impacts the 4-H program. This specifically includes, but is not limited to, conducting oneself in a manner that is uncooperative, uncivil, disrespectful, unproductive, disruptive, and/or insubordinate; as well as conducting oneself in a manner that requires undue supervision by UC ANR, UCCE personnel and/or 4-H YDP staff, such that time and effort is absorbed by activities that do not benefit youth members.

By receiving this document, I understand that I am expected to abide by the 4-H Parent, Guardian, or Adult Participant Code of Conduct. I understand that my involvement is contingent upon my compliance and that failure to comply may result in being barred or censored from 4-H activities.

*When referring to regional (outside the authority of a single County Director) or state level infractions, this authority extends to the Statewide 4-H Director

County: _____ Member Name: _____

Signature of Parent/Guardian: _____ Date: _____

Form Revised 7/1/2018

For Reference Only (see full Manual at: <https://ucanr.edu/sites/anrstaff/files/259522.pdf>)

Volunteer Conflict Resolution Manual

Conflicts can happen between volunteers, volunteers and staff, and volunteers and the public. University of California Cooperative Extension (UCCE) advisors and staff are available to assist volunteers in addressing and creating solutions to problems and are available for consultation and interpretation of policy and procedure.

The Conflict Resolution Manual is intended to serve as a process guide for working through infractions of the Adult Volunteer Code of Conduct. When there is a complaint or conflict regarding an individual, situation or event, refer to the policies and procedures as specified in this document.

Volunteers provide a service to the University of California Agriculture and Natural Resources (UC ANR) and a valuable link to local communities. When in the course and scope of their duties, they are considered agents of the University of California (UC) and have specific rights and responsibilities.

In dealing with situations of conflict, UC personnel may not agree to confidentiality.

Information regarding a conflict should be given out as sparingly as possible and should not include unnecessary personal detail. Complete confidentiality may not be possible due to (1) a need for UC to fulfill any applicable legal requirements (subpoenas, etc.) that may arise in

the future and (2) the requirement to inform others of suspension, dismissal/retirement on a need-to-know basis. Notification of suspension, dismissal/retirement may be done in writing or verbally.

When conflicts occur within a volunteer program, corrective action generally falls into one of four categories.

Informal Corrective Action

- Minor problems in behavior, attitude, management or performance

Disciplinary Action

- Problems in behavior, attitude, management or performance that affect more than a small group of people
- No improvement from an Informal Corrective Action

Progressive Dismissal

- Problems of a serious nature or repeated over time and no improvement from an Informal Corrective and Disciplinary Action

Immediate Suspension or Dismissal

- Transgressions of the most serious nature: may include a US Department of Justice (DOJ) based barrier offense, zero tolerance, violent or abusive behavior, etc.



University of California
 Agriculture and Natural Resources

For Reference Only (see full Manual at: <https://ucanr.edu/sites/anrstaff/files/259522.pdf>)



Use the flowcharts on the following pages to determine the best practice to work through each category of conflict. The flowcharts establish at what level the conflict should attempt to be resolved as well as when the Director and/or State Office Volunteer Coordinator gets involved.

UCCE personnel may contact the State Office Volunteer Coordinator at any time for support and guidance working through these steps. In the context of this manual the term "Director" refers to the UCCE County Director, the Research and Extension Center (REC) Director, and/or the Statewide Program Director.

If conflict occurs between volunteer(s) and a UCCE staff/academic/Director, resolution of the conflict is the responsibility of the UCCE staff/academic/Director's supervisor. In these cases, UCCE personnel and volunteers may contact the State Office Volunteer Coordinator at any time for support and guidance.

Performance feedback is a best practice for avoiding conflict. Where feasible, UCCE personnel should institute systems that let volunteers know when they are meeting and/or exceeding program goals and to identify when extra support, coaching, mentoring and training is required. When developing volunteer engagement plans, consider opportunities to engage middle management volunteers to accomplish these support tasks.

Contact Us:

- Master Gardener Program: http://mg.ucanr.edu/Contact_Us/
- 4-H Program: <http://4h.ucanr.edu/contactus/StateOffice/>
- Master Food Preserver Program: http://mfpu.ucanr.edu/Contact/Statewide_Staff/
- Research and Extension Centers: http://reccs.ucanr.edu/About_Us/Staff_Directory/

Resources

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Informal Corrective Action

- ❑ Most frequent type, includes minor problems in behavior, attitude, management or performance; disagreement between a small group of people.
- ❑ Attempt to reach resolution at the at the original level of involvement: between the parties; individuals involved may find *Resources* (page 3) helpful in this process.
- ❑ Improvement Plan might include: coaching, training, mentoring or a position change [see sample worksheet].
- ❑ Resolution Plan might include: adjustment to group agreements, parties agree to work on behavior, attitude or performance, adjustment to a meeting process/structure, agree to disagree, but agree to follow the direction of the activity/lead.

