October 2015

4-H 354 4-H Council Resource Handbook

Follow this and additional works at: http://digitalcommons.unl.edu/a4hhistory

http://digitalcommons.unl.edu/a4hhistory/406

This Article is brought to you for free and open access by the 4-H Youth Development at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Nebraska 4-H Clubs: Historical Materials and Publications by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.
4-H Council Resource Handbook
Forward

Volunteers are the lifeline of 4-H. From leaders working with 4-H clubs to corporate representatives on the National 4-H Council, volunteers are important to all phases of the program.

Volunteers on county and area 4-H Councils play a key role in linking 4-H programs in communities with state and national resources. In this middle management role, 4-H Council volunteers represent the needs and interests of youth, parents and 4-H leaders in the development of policies and programs.

To be an effective Council member requires an understanding of youth and the Extension/4-H organization. Past experience indicates that volunteers on 4-H Councils frequently feel uninformed and overwhelmed at the beginning of their term. It takes most of their term in office for them to feel comfortable with 4-H management at the county level.

The purpose of the Resource Notebook is to place a wealth of information within easy reach of all Council members and to provide a basis for orientation and training programs. Its goal is to help 4-H Council volunteers provide leadership to 4-H.

The content of this notebook draws heavily upon the materials produced through the Kellogg Foundation project, 4-H Volunteers for the Future. The strongest 4-H programs in the nation served as models for effective Volunteer Boards, Councils and Committees. We are grateful for the support provided to 4-H by the W.K. Kellogg Foundation.

Dr. William E. Caldwell
Acknowledgements

The 4-H Volunteers for the Future program is funded through the National 4-H Council by the W.K. Kellogg Foundation. The following “pilot” states were selected to document the strength of their programs with volunteers on Boards, Councils and Committees. Additional states were selected to replicate the various program approaches.

**Pilot States**
- Alaska, Maine
- Kentucky
- Indiana
- West Virginia

**Replicating States**
- Utah, Iowa
- Oregon, Washington
- South Carolina
- Texas

The resulting 4-H Council Guidelines were distributed nationwide to support volunteers on 4-H Councils and Committees.

**Nebraska 4-H Review Team**
- Don Huls, Extension Agent, Chadron, NE
- Lynda Cruickshank, 4-H/Youth Extension Agent, Concord, NE
- Rhonda Sebade, 4-H Council member, Wayne, NE
- Ed George, Extension Agent, Clay Center, NE
- Genevieve Remus, 4-H/Youth Extension Agent, Columbus, NE
- Bev Hellbusch, 4-H Council member, Humphrey, NE
- Lorene Bartos, Extension Assistant, Lincoln, NE
- Tom Leisy, Extension Youth Specialist, Lincoln, NE
- Keith Martikainen, Extension Youth Specialist, Clay Center, NE
- Don Siffring, Extension Youth Specialist, Lincoln, NE
- Dr. William Caldwell, Assistant Extension Director, 4-H & Youth Development, Lincoln, NE

**Project Directors**
- Ken Schmidt, Extension Youth Specialist, Lincoln, NE
- Vickie Genoff, Extension Youth Specialist, Concord, NE
# Table of Contents

**FORWARD**  
**ACKNOWLEDGEMENTS**

**Section 1: 4-H and the Extension Organization**

1.1 The Cooperative Extension System  
1.2 Organizational Chart of the University and Extension  
1.3 Cooperative Extension in Nebraska  
1.4 Mission and Goals of 4-H

**Section 2: 4-H Council Structure**

2.1 The 4-H Council Role, Function and Expectations  
2.2 Standard Operating Procedures for the 4-H Council  
2.3 Using 4-H Committees Effectively

**Section 3: Developing Educational Programs**

3.1 An Overview of Planning in Extension 4-H  
3.2 The Program Development Model  
3.3 4-H Councils and In Depth Needs Assessment  
3.4 Guidelines for Program Development  
3.5 Sharing Leadership Program Development  
3.6 Types of Youth Programs  
3.7 Current 4-H Youth Plan of Work

**Section 4: 4-H Council Minutes**

4.1 Guidelines for Keeping Records and Council Minutes  
4.2 Council Minutes and Agendas

**Section 5: Budget, Finance and Resource Development**

5.1 Accountability with 4-H Funds  
5.2 Recommended Procedures Regarding Cash Disbursement and Receipts
5.3 Personnel Employment Requirements
5.4 Auditing the Budget
5.5 Reporting
5.6 Endowment Funds
5.7 Security
5.8 Budget Preparation and Control
5.9 Four Steps in Preparing a Budget
5.10 Council Budget
5.11 Council Budget Request Forms
5.12 Resource Development/Fund Raising
5.13 Donor Lists
5.14 Guidelines on Property

Section 6: Policy and Legislation

6.1 4-H Policies
6.2 Non-Profit Tax Status of 4-H Organization
6.3 Reducing Liability Risk in 4-H
6.4 Sample Memorandum of Agreement with County Agricultural Society/Fair Board
6.5 Memorandum with Agricultural Society/Fair Board
6.6 Civil Rights Requirements

Section 7: 4-H Council Review and Renewal

7.1 4-H council Review
7.2 Review of 4-H Council Effectiveness
7.3 Evaluating the 4-H Council Organizational Structure
4-H and the Extension Organization

1.1 The Cooperative Extension System
*Volunteer Welcome to the Team
Basic Charter
National 4-H Organizations

1.2 Organizational Chart of the University and Extension

1.3 Cooperative Extension in Nebraska
* University of Nebraska Cooperative Extension Fact Sheet
  Nebraska Extension Program Units & 4-H
* Nebraska 4-H Development Foundation

1.4 Mission and Goals of 4-H
Importance of Life Skills

*Insert appropriate documents at the end of this section.
4-H and the Extension Organization

1.1 The Cooperative Extension System
*Volunteer Welcome to the Team
Basic Charter
National 4-H Organizations

1.2 Organizational Chart of the University and Extension

1.3 Cooperative Extension in Nebraska
* University of Nebraska Cooperative Extension Fact Sheet
Nebraska Extension Program Units & 4-H
* Nebraska 4-H Development Foundation

1.4 Mission and Goals of 4-H
Importance of Life Skills

*Insert appropriate documents at the end of this section.
1.1 The Cooperative Extension System

Volunteer Welcome to the Team

Insert 4-H 319 at the end of this section.

Basic Charter

Cooperative Extension, established in 1914, was designed as a partnership of the U.S. Department of Agriculture (USDA) and the land-grant universities, which were authorized by the federal Morrill Acts of 1862 and 1890. State legislation enabled local governments or organized groups in the nation's counties to become a third legal partner in this new educational endeavor.

Today, this educational system includes professionals in the land-grant universities in the 50 states, Puerto Rico, the Virgin Islands, Guam, American Samoa, Micronesia and the District of Columbia.

Cooperative Extension includes professional staff in nearly all of the Nation's 3,150 counties. In addition, thousands of paraprofessional staff serve in many counties, and nearly three million volunteer leaders assist in extending programs under the training and direction of Cooperative Extension staff. At the national level, the federal partnership includes an Extension administrative group of about 100 professionals within the U.S. Department of Agriculture. These people direct federal fund allocation, coordinate national initiatives, provide program leadership, and a linkage to the USDA and the Congress. This unique federal-state-local partnership has been effective for more than seven decades.

Cooperative Extension links the research efforts of the USDA and the land-grant universities in order to make scientific knowledge available to all who need it. The system is characterized by communication between those who work for Extension and those who use it; this helps researchers and educators learn of potential problems early. In addition, it provides direction for research and education efforts and speeds the application of research-based information and discovery.

The congressional charge to Cooperative Extension is contained in the Smith-Lever Act as amended. This act specifies audiences, general subject areas and educational approaches for this unique public partnership. The simple, yet enduring charge of the act is:

"...to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture, home economics, and rural energy and to encourage the application of the same...extension work shall consist of the development of practical applications of research knowledge and giving of instruction and practical demonstrations of improved practices on technologies, in agriculture...home economics, and rural energy and subjects relating thereto to persons not attending or resident in said colleges in the several communities, and imparting information on said subjects through demonstrations, publications, and otherwise and for the necessary printing and distribution of information..."

The Cooperative Extension Service was thus created as a dynamic institution, one with multiple audiences, subject matters and methodologies. By its very charter, Cooperative Extension was established as an entity that would modify its programs and outreach in response to such factors as new knowledge, changes in its clientele's needs, and alterations in the socio-economic landscape. And, over the years, Cooperative Extension has changed in accordance with changing surroundings. (Reprinted from Extension in the '80's USDA and NASULGC Committee Report on the Future of Cooperative Extension, May, 1983)
# The National 4-H Organizations

## 4-H Youth Development - Extension Service - U.S. Department of Agriculture

The 4-H Youth Development Unit of Cooperative Extension provides administrative and youth educational leadership to the Cooperative Extension System by: (1) addressing current issues in youth development education, (2) strengthening 4-H content in priority subject areas, (3) enhancing management of the 4-H volunteer system, (4) supporting experiential education, (5) implementing renewal of the 4-H organization, and (6) improving accessibility to 4-H through affirmative action efforts.

### Responsibilities of the Federal Cooperative Extension Staff

- Use of the 4-H Name and Emblem
- Tax Exempt Status of 4-H Organizations
- Overall Policies Relating to 4-H Youth Development
- 4-H Budget Preparation
- 4-H Affirmative Action Programs
- 4-H Staff Development and Training
- Annual 4-H Statistical and 4-H Trend Reports
- National 4-H Conference
- National Collegiate 4-H Organization
- National 4-H Record Judging Committee
- National 4-H Competitive Events
- Youth Information Center of the National Agricultural Library (The 4-H Professional Research and Knowledge database — 4-H PRK)
- National Partner-in-4-H Awards

## The National 4-H Council

The National 4-H Council enhances the development and education of youth by acquiring and administering resources used primarily in 4-H youth programs.

### Responsibilities of the National 4-H Council

- Communications and marketing at national level.
- National 4-H Center. Operation and management of the Center facility.
- Youth development programs. Citizenship Washington Focus, National 4-H Conference, Congress and others.
- International programs. IFYE, CAPS, cross-cultural training.
- Public Affairs. Liaison with national association, federal agencies and interest groups.
- Supply Service. National 4-H Supply Catalog, warehouse and shipping management.

### Program Benefits to Local 4-H Programs

- National 4-H awards and recognition.
- National 4-H meetings and conferences.
  - for youth
  - for volunteer adults
- Contact with foreign exchanges.
- Availability of 4-H support materials and 4-H paraphernalia.
1.3 Cooperative Extension in Nebraska

Faculty

Cooperative Extension is organized and structured to extend the resources of the University of Nebraska to the citizens of all communities. Extension faculty serve in a variety of positions on the University of Nebraska campus, in Research and Extension Centers and in county Extension offices. They serve in administrative roles, as Extension specialists, Extension Agents and Extension Program Assistants. The variety of position descriptions reflects the ability of Extension to focus staff expertise toward very specific or very general program needs, depending upon the situation.

Volunteers

Empowerment of volunteers is an important goal of Extension faculty. Involvement of clientele in program decision making is accomplished primarily through advisory councils and committees. Volunteers are the strength of the Extension program delivery system in both adult and youth programs. In Nebraska, over 14,000 volunteers serve in the 4-H and Youth program each year.

Extension Initiatives

Program Initiatives are adopted at all levels in Extension to emphasize priority programs. Through Initiative planning, budgeting, staffing and programming resources can be targeted to the areas of most concern.

Extension Core Programs

While program initiatives change according to the interests and needs of clientele, core programs receive continuing support. Four-H youth programs, Homemaker Extension Clubs and many commodity organizations are self-directed and are supported largely by volunteers. These volunteers provide a relationship between Extension staff and important clientele groups. Four-H volunteers provide vital support to 4-H clubs, special interest groups and School Enrichment programs, and serve as resource volunteers and in operational roles.

Extension Programming Units

“Global” concerns have placed a new focus on the importance of educational sharing and cooperative planning to address high priority concerns. In Nebraska, Extension Program Units (EPU) have been formed to develop programs to address priority issues within the state. Cooperation of Extension staff and volunteers across county lines has strengthened Extension’s ability to address common concerns. There has been joint planning, coordinated programs and shared public information in many areas.

How are 4-H and Youth Development programs affected in Extension Program Units?

As in all Extension programs, the cooperation between counties will grow and expand as salaried and volunteer staff realize the potential for working together. Generally, the needs of young people are quite similar among communities throughout the state. Thus, cooperative planning is the beginning step.

Cooperative Extension has established Priority Initiatives at national and state levels to address important issues. EPU planning teams develop action programs addressing the relevant initiatives in their area. Young people are concerned about the issues affecting their communities now and in the future and should be involved in the planning proc-
The goals of the priority initiatives will be reflected in youth programs as well as those for adult clientele.

Ongoing programs not related to Extension program issues also will benefit from cooperative efforts within the Extension Program Units. For example, area news media can be used more effectively to inform communities about programs being conducted in multiple counties.

Examples of youth programs and organizational work that have been coordinated within EPUs include:

- Plan of work
- Camping programs
- Training for 4-H Volunteers
- 4-H Council Orientation
- Special programs for teens
- Career exploration tours

Selection of 4-H award candidates
School Enrichment programs and supporting events
County fair premium book revisions
4-H enrollment reports & procedures
Entries at State Fair and Livestock Expositions

With experience the coordination of programs will continue to expand.

4-H Councils are urged to work with other counties in the EPU. Questions to consider include: Can resources be shared? Can the program offerings be shared to more completely serve the interests of a diverse audience? Can the efforts of volunteers and Extension staff be expanded for the welfare of youth and their families?
1.4 Mission and Goals of 4-H

Four-H is a unique partnership involving youth, volunteers, the University of Nebraska-Lincoln Cooperative Extension and the Institute of Agriculture and Natural Resources, federal-state-local governments, business and industry. The mission of Cooperative Extension is to help individuals develop into responsible and productive citizens.

Mission of 4-H

To help youth and volunteer staff acquire knowledge, develop life skills and strengthen values that enable them to become increasing self-directing, productive, contributing citizens.

This mission is carried out through nonformal education involving parents, volunteer leaders and other adults who organize and conduct educational experiences in community and family settings.

Program Direction

A strength of 4-H is the support from the University of Nebraska and the flexible programming that keeps 4-H relevant to the interests and needs of young people and their families. Nebraska 4-H regularly involves youth, volunteers, community leaders and Extension staff in establishing priorities to guide the development of new programs.

The state and national initiatives that guide Cooperative Extension are demonstrated in the accomplishments of individual 4-H'ers as they learn leadership skills, adopt healthy lifestyles, explore careers, and discover the uses of science and technology.

Importance of Life Skills

Four-H is based on the concept of teaching young people the skills they need to successfully cope with everyday life. We refer to this concept as life skill development. Life skills are the learned abilities needed throughout life. They involve using knowledge, skills and experience to meet everyday needs in a variety of situations. Life skills help youth evaluate options and make decisions to deal with the complexities of life. They help youth build and maintain relationships that promote personal well-being in an interdependent society. Young people need opportunities to make choices and to take actions to become self-directive and productive, to lead a satisfying life and to make a contribution to society.

While descriptions may vary, these seven basic life skills serve as a focus in many 4-H programs.

1. Understanding Self: Understanding and developing a positive attitude about self is an important part of growing up.
2. Relating With Others: Interpersonal skills are important in helping people get along with one another. They enable people to interact in a positive way.
3. Communicating: Sharing information with other people involves communication skills. These skills are important in helping people give, receive and exchange information.
4. Solving Problems and Decision Making: The ability to recognize problems and make appropriate decisions is an important factor in meeting the challenges of today's world.
5. Acquiring, Analyzing and Using Information: The ability to learn and keep on learning is essential in a constantly changing world. The ability to learn and use information is important.
6. **Managing Resources:** Management involves using the resources available to reach personal goals. It involves managing your own resources and managing other resources when needed.

7. **Working With Others:** In a democratic and interdependent society, it is important to be able to work with others in different settings.

These skills are learned in a number of ways. In 4-H, life skills are learned by participating in projects, workshops, activities, events, camps and demonstrations, and by serving in leadership roles throughout the 4-H program. Life skills also are taught through the example of adult role models.

The 4-H Council is charged with providing educational opportunities that will enhance the development of these life skills. In order to truly “Make the Best Better,” we must focus on more than the short-term rewards and objectives of the 4-H Program. The 4-H Council makes the difference by providing learning experiences in a climate that helps young people become the best they can be.
2.1 The 4-H Council Role, Functions and Expectations
   Specific Functions of the 4-H Councils
   Expectations of 4-H Council Members and Extension Staff
   Role of Extension Staff
   *Teens on Councils and Committees
   Council Membership Process

2.2 Standard Operating Procedures for the 4-H Council
   *Current Council Constitution and By-laws
   Constitution and Bylaws
   Sample Constitution and By-laws
   4-H Council Meeting Guidelines
   Simple Parliamentary Procedure
   Physical Arrangements
   Effective 4-H Council Meetings
   Calendar of Work to be Done
   Agenda Planning Form

2.3 Using 4-H Committees Effectively
   Role and Function of Committees
   Ways to Make Committees Work Effectively
   Types of Committees
   Standing Committees
   Executive
   Expansion & Review
   Budget & Finance
   Public Relations and Marketing
   Program/Activity
   Ad Hoc/Special
   Job Descriptions
   Committee Commission Outline
   *Current County Committee List and Job Descriptions

*Insert appropriate documents at the end of section.
4-H Council Structure

2.1 The 4-H Council Role, Functions and Expectations
   Specific Functions of the 4-H Councils
   Expectations of 4-H Council Members and
   Extension Staff
   Role of Extension Staff
   *Teens on Councils and Committees
   Council Membership Process

2.2 Standard Operating Procedures for the 4-H Council
   *Current Council Constitution and By-laws
   Constitution and Bylaws
   Sample Constitution and By-laws
   4-H Council Meeting Guidelines
   Simple Parliamentary Procedure
   Physical Arrangements
   Effective 4-H Council Meetings
   Calendar of Work to be Done
   Agenda Planning Form

2.3 Using 4-H Committees Effectively
   Role and Function of Committees
   Ways to Make Committees Work Effectively
   Types of Committees
   Standing Committees
   Executive
   Expansion & Review
   Budget & Finance
   Public Relations and Marketing
   Program/Activity
   Ad Hoc/Special
   Job Descriptions
   Committee Commission Outline
   *Current County Committee List and Job Descriptions

*Insert appropriate documents at the end of section.
2.1 The 4-H Council Role, Functions and Expectations

Any organization wanting to meet the educational needs of youth must determine what those needs are and how to deliver programs to meet those needs. This is the basic purpose of the volunteers who serve on 4-H Councils.

Throughout the state, volunteers work with Extension staff to develop programs that best serve the changing needs of youth in their county or area. Volunteers who serve on 4-H Councils come from different vocations, lifestyles, and social and ethnic backgrounds. Their input and interaction helps to insure Extension provides needed educational programs.

The major functions of the 4-H Council are:

1. Program planning
2. Policy making
3. Resource development
4. Linkages
5. Accountability and overall governance

Specific Functions of 4-H Councils

Specific functions of the 4-H Council related to program planning are to:

1. assume major responsibility for the development of a total 4-H program based on the needs of youth and the local situation.
2. participate in efforts to assess and clarify youth and community needs.
3. develop long range goals and short-term objectives.
4. assume responsibility for carrying out the planned program.
5. publicize objectives and philosophy of 4-H work; serve in an advocacy role when necessary.
6. manage the volunteer system and see that volunteers are effectively recruited and trained.
7. develop and implement marketing and promotion plans for the 4-H program.
8. provide active leadership in organizing new 4-H clubs and establishing new projects.
9. encourage full participation by youth and adults in 4-H events and activities, including those outside of the county/area.
10. evaluate the total 4-H program on a continuing basis.
11. sponsor recognition of 4-H members and leaders.

Specific functions related to policy making are to:

12. recommend policy for the 4-H program when not determined by district, state or national regulations.
13. help interpret policies in the county situation.
14. monitor the 4-H program in regard to existing policies.

Specific functions related to resource development are to:

15. develop and manage a Council budget to support the planned program.
16. support fund raising activities as needed.
17. provide recognition of those contributing to 4-H youth development.

Specific functions related to linkages are to:

18. inform other leaders about Council decisions.
19. represent youth program interests on the Extension board and other policy-making groups.
20. represent the interest of the local 4-H program at other meetings or events.

Specific functions related to accountability and overall governance are to:

21. develop and maintain a vigorous active Council membership that accepts the major responsibility for the 4-H program in cooperation with the Extension staff.
22. communicate regularly with Extension staff.

Expectations of 4-H Council Members and Extension Staff

Four-H youth volunteers, parents and the community have expectations of those selected to represent them on the 4-H Council. The expectations of a 4-H Council member are to:

1. regularly attend Council and committee meetings.
2. represent community needs and concerns to Extension staff.
3. understand Extension goals, objectives and programs, and how they are decided and implemented.
4. represent and promote Extension in the community.
5. follow through on commitments in a timely manner.
6. share concerns and views fully.
7. consider what is in the overall best interest of young people when making Council decisions and recommendations.
8. support the final recommendations of the Council.

In the working relationship between 4-H Council volunteers and Extension staff, certain expectations exist. They are:

Staff can reasonably expect Council Volunteers to:

1. fulfill commitments within agreed-upon deadlines.
2. lead rather than follow (initiate rather than respond).
3. use organizational knowledge and ability to effect change in the organization.
4. support Council decisions in controversial situations.
5. be sensitive to staff's organizational problems and limitations.
6. be available over the phone or for a visit.
7. be loyal and confidential.
8. use personal expertise in areas where the 4-H organization needs it.
9. share their knowledge of the community.
10. exert influence in attracting financial, human and public resources.
11. maintain consistency between policy decisions and program implementation.

Council volunteers can reasonably expect staff to:

1. attend to details of meetings, conferences, etc.
2. use Council and staff time wisely.
3. respond promptly to requests for information.
4. prepare for meetings in which board volunteers must play a leadership role.
5. meet agreed-upon deadlines, with notification if deadlines cannot be met.
6. provide complete, concise and accurate information.
7. be candid in individual and organizational relationships.
8. return phone calls promptly.
9. have expertise in profession.
10. share basic knowledge of the organization.
11. interpret policy decisions and actions.
12. support Council Volunteers in the form of budget, facilities and staff attention from the Extension office.
13. provide flexibility and support so Council Volunteers can work effectively.

**Role of Extension Staff**

The Extension staff’s role with the 4-H Council is varied. Here are several ways in which the Extension staff will help the Council run efficiently and effectively.

1. Collect Information
   - provide training in collecting procedures.
   - help identify information to be collected.
   - help identify and locate sources of information.
   - suggest techniques or provide forms to help collect information.
   - help organize and coordinate collection effort.

2. Identify Problems
   - help committees interpret information.
   - ask questions about information.
   - arrange for an authority to help.
   - insure that priorities are identified.

3. Match Choices to Ability
   - explain constraints and limits of program resources.
   - explain Extension policy.
   - relate experiences that indicate program ability or limits.
   - relate choices to overall 4-H concerns and objectives.
   - delegate tasks to appropriate volunteers.

4. Help Establish Long-Range Goals
   - help Council evaluate long-range goals in light of current events, information and program results.
   - present ideas for consideration.
   - help Council understand overall 4-H goals related to education, youth development and civil rights.
   - provide supportive services such as typing, word processing and duplicating.

5. Identify Annual Objectives
   - explain relationship between long-range goals and annual objectives.
   - emphasize that the objectives are this year’s part of reaching the long-range goals.
   - insure that evaluation is considered.

6. Find Program Support
   - explain the responsibility of locating support for the 4-H program.
   - encourage Council to appoint a committee to work on this job with Extension staff assistance.

7. Evaluate and Report Program Results
   - insure activities are evaluated and that results are reported to appropriate audiences.
   - coordinate evaluation activities.
   - provide suggestions for reporting procedures and who should receive program results.

8. Make Needed Revisions in the 4-H Program
   - help committee identify positive results as well as shortcomings of activities.
   - arrange for members, volunteers, parents, authorities and donors to provide reactions and suggestions.

**Teens on Councils and Committees**

(Insert 4-H publication 4-H 290 at the end of this section.)
9. have expertise in profession.
10. share basic knowledge of the organization.
11. interpret policy decisions and actions.
12. support Council Volunteers in the form of budget, facilities and staff attention from the Extension office.
13. provide flexibility and support so Council Volunteers can work effectively.

**Role of Extension Staff**

The Extension staff's role with the 4-H Council is varied. Here are several ways in which the Extension staff will help the Council run efficiently and effectively.

1. Collect Information
   - provide training in collecting procedures.
   - help identify information to be collected.
   - help identify and locate sources of information.
   - suggest techniques or provide forms to help collect information.
   - help organize and coordinate collection effort.

2. Identify Problems
   - help committees interpret information.
   - ask questions about information.
   - arrange for an authority to help.
   - insure that priorities are identified.

3. Match Choices to Ability
   - explain constraints and limits of program resources.
   - explain Extension policy.
   - relate experiences that indicate program ability or limits.
   - relate choices to overall 4-H concerns and objectives.
   - delegate tasks to appropriate volunteers.

4. Help Establish Long-Range Goals
   - help Council evaluate long-range goals in light of current events, information and program results.
   - present ideas for consideration.
   - help Council understand overall 4-H goals related to education, youth development and civil rights.
   - provide supportive services such as typing, word processing and duplicating.

5. Identify Annual Objectives
   - explain relationship between long-range goals and annual objectives.
   - emphasize that the objectives are this year's part of reaching the long-range goals.
   - insure that evaluation is considered.

6. Find Program Support
   - explain the responsibility of locating support for the 4-H program.
   - encourage Council to appoint a committee to work on this job with Extension staff assistance.

7. Evaluate and Report Program Results
   - insure activities are evaluated and that results are reported to appropriate audiences.
   - coordinate evaluation activities.
   - provide suggestions for reporting procedures and who should receive program results.

8. Make Needed Revisions in the 4-H Program
   - help committee identify positive results as well as shortcomings of activities.
   - arrange for members, volunteers, parents, authorities and donors to provide reactions and suggestions.

**Teens on Councils and Committees**
(Insert 4-H publication 4-H 290 at the end of this section.)
The Council Membership Process

The 4-H Council membership is an ongoing activity. The image, selection and recruitment phases will clarify what is expected of the candidate, and do much to establish the climate in which they will work. Orientation, continuing education and recognition are important determinants to the individual's effectiveness as a Council volunteer. The 4-H Council Constitution and Bylaws explain the selection process. When recruiting new Council members, does your Council consider the following?

1. Image: A strong community image of 4-H will make it easier to recruit key leadership.
2. Selection: Recruit strong candidates that represent the county or area and demonstrate leadership capabilities.
4. Orientation: Provide in-depth training on Council goals, current programs and operating procedures.
5. Continuing Education: Conduct ongoing education of Council Volunteers in personal growth and development. Increase their awareness and understanding of youth related issues.
7. Rotation: Opportunities for the Council volunteers to experience different roles during their tenure on the Council.
8. Conclusion: The 4-H Council term should be clearly understood. Rotation of membership brings fresh ideas and enthusiasm for a strong youth program. Experiences on the Council should lead to further opportunities to serve youth and the community.

2.2 Standard Operating Procedures for the 4-H Council

Clear, concise and functional operating procedures can help make the work of the 4-H Council easier for everyone involved. Mutually agreed upon operating procedures allow a group to move quickly and efficiently to the tasks at hand. Standard Operating Procedures (SOPs) vary from group to group and tend to evolve over time. In order for a group to function efficiently and effectively these procedures need to be made available to everyone in the organization. Early in the formation of the group, decide on the standard operating procedures that your group will function with. A written record of these procedures often referred to as “Working Rules”, will be helpful to all.

In this section you should place:
1. Your Council’s Constitution and Bylaws
2. Meeting agenda’s
3. Current list of Council actions pertaining to organizational policies and operating procedures

Current Council Constitution and By-Laws

Insert your council’s current constitution and by-laws at the end of this section.

Constitution and By-laws

A periodic review of the constitution is important for an organization to evaluate and update procedures and thus strengthen effectiveness. The constitution provides structure for the Council to operate. It is an important document that
assures the program is operated both efficiently and effectively.

The constitution provides overall structure. Bylaws describe the details of how the Council will operate. The constitution requires two-thirds vote for adoption or revision. The bylaws can be modified with a simple majority. The constitution identifies mission and purpose. The bylaws focus on how the mission and purpose will be carried out.

The 4-H Council provides direction and management to a public agency (Cooperative Extension) and therefore must be as broad in its representation of the county/area. The membership suggestions assume that all 4-H leaders would not be on the Council but would be represented along with other community leadership.

Civil Rights legislation requires a specific plan to assure all youth have access to the Extension 4-H and youth programs. Each county is required to have an Expansion and Review Committee for this purpose. The 4-H Council may serve as the Expansion and Review Committee, provided the requirements for Expansion and Review are met (see Section 6.7, Responsibility of Expansion and Review Committee). This should be spelled out in the Council’s Constitution and Bylaws.

This sample constitution provides a model for developing or updating the 4-H Council’s Constitution and Bylaws. Consider this model a tool for examining the SOPs of your organization.
Sample Constitution and By-laws

Constitution and By-laws
of the
___________ 4-H Council

CONSTITUTION

Date Adopted
Date Revised

ARTICLE I

Name
The name of this organization shall be the
___________ 4-H Council hereafter referred to as Council.

ARTICLE II

Section 1: Purpose
The purpose of the Council shall be to fulfill the mission of the 4-H and youth development education program of Nebraska Cooperative Extension in cooperation with the Extension staff and the Extension Board without regard to race, color, sex, religion, age, national origin or handicap.

Section 2: Mission
The mission of the 4-H is to assist youth and volunteer staff, through informal education, to acquire knowledge, develop life skills and values that enable them to become increasingly self-directing, productive, contributing citizens.

Section 3: Responsibility
The responsibility of the 4-H Council is to:

1. determine and make decisions on 4-H policy, subject to review by the Extension Board.
2. plan, execute and evaluate a well-balanced program for 4-H youth with both short- and term-goals.
3. promote volunteer leadership development and empower adult and teen volunteers in the 4-H program.
4. secure and manage the private resources available to the 4-H and youth development program by:
   a. preparing an annual budget.
   b. giving direction to acquiring private funds.
   c. approving all expenditures from the Council budget.
   d. holding title to any property owned by the Council and providing for management of such property.
5. serve as a link between the 4-H program and the Extension Board, Fair Board, Agricultural Societies and the public.
6. serve as the 4-H Expansion and Review committee as required by the Civil Rights Act of 1974, Title VI. (If the membership of the Council meets the criteria found in Section 8, Civil Rights Requirement.)
7. provide a recognition program for volunteers and youth in the 4-H program.
8. develop and maintain a vigorous active Council membership that believes the major responsibility of the county 4-H programs belongs to the Council in cooperation with the Extension Staff.
9. publicize the objectives and philosophy of the 4-H program and serve as an advocate for youth.

ARTICLE III

Membership

Section 1: Composition
The membership shall consist of local volunteer leaders, men and women, adults and youth, sponsors and other community leaders, and school, church and civic officials. Members should have interest in Extension education and youth, and should represent all geographic and economic groups. Membership on the Council shall be determined on a nondiscriminatory basis without regard to race, color or national origin.

Section 2: Number
There shall be 9 (or 12) members on the Council.

Section 3: Term of Office
Term of office will be three years for adult members and two years for youth members. Members of the Council may not serve more than two consecutive terms of office except to fill a vacancy. The terms shall be staggered in such a manner that one-third of the membership will be elected each year. Terms will be October 1 through September 30.

Section 4: Vacancy
A vacancy will be declared if a member misses three consecutive meetings without requesting to be excused. Vacancies may be filled with a simple majority vote of the Council.
Section 5: Role of Extension Staff
The Extension staff shall be ex-officio member(s) of the Council and the executive committee, without the privilege of voting or holding office. Extension staff shall interpret local program needs, University and Extension policies, and state-wide programs and schedules.

ARTICLE IV

Officers

Section 1: Officers
The current officers of the Council shall be the president, vice-president, secretary and treasurer.

Section 2: Term of Office
The officers shall be elected at a predetermined annual meeting for a term of one year. Officers may be elected for a second term, but will not be eligible to serve more than two consecutive years.

ARTICLE V

Executive Committee
The current officers of the Council and the immediate past president shall make up the executive committee.

ARTICLE VI

Fiscal Year
The fiscal year of the Council shall be from October 1 to September 30, inclusive.

ARTICLE VII

Meetings
a. An annual meeting of the Council shall be held on the ________ day of October. Whenever such day falls on a legal holiday, the meeting shall be held on the next succeeding business day at the same hour.
b. Monthly meetings of the Council shall be held as established by the executive committee.

ARTICLE VIII

Committees
Committees deemed necessary by the Council shall be appointed by the chair. The members of all standing committees shall serve for a period of one year, such period to be concurrent with the fiscal year of the Council.

Ad hoc committee members shall serve in accordance with the charge to that committee.

ARTICLE IX

Quorum
______ or more duly elected members present at any regular or special meeting will constitute a quorum.

ARTICLE X

Amendments
Amendments to the constitution may be made at any annual, regular or special meeting by a two-thirds majority vote of the members present providing:
a. A notice of the pending amendment was sent to all members of the Council at least two weeks and not more than four weeks prior to the meeting, and
b. A quorum of the Council is present at the meeting.

ARTICLE XI

Parliamentary Authority
Roberts Rules of Order shall govern the proceedings of the Council not otherwise specified in the Constitution.

The Constitution of the ________________ 4-H Council were adopted on (date) at (location.)

Approved:

President of the 4-H Council - date

Secretary of the 4-H Council - date

President of the Extension Board - date
BY-LAWS
of the
______ 4-H Council

Date Adopted __________
Date Revised __________

ARTICLE I

Members

Section 1: Selection of Council Members
a. Council membership shall be divided equally among three groups: youth, leaders/parents and civic/business/education representatives. A nominating committee of three people appointed by the Council President and including at least one member of the Extension Board will prepare the ballot. At least two candidates for each position on the ballot will be nominated. All nominees on the ballot must have given prior consent and be willing to serve if elected.

Section 2: Council Elections
a. Elections shall be held (specify a time prior to the beginning of the term of office, possibly during county fair).
b. All currently enrolled 4-H members and 4-H volunteers are eligible to vote. The Extension Board will serve as the tie breaker.
c. Vacancies may be filled with a simple majority vote of the Council.

Section 3: Duties of the Council Members
a. Attend Council meetings and participate in the activities.
b. Study and analyze the concerns of youth and assess the goals of youth and their families.
c. Become acquainted with the 4-H and youth programs and plan methods in which 4-H can best serve youth.
d. Serve on work groups or task forces as needed.
e. Make contacts with business, organizations and individuals on behalf of the 4-H youth program.
f. Attend various 4-H and youth functions to evaluate the benefits and results.

g. Look for communities and groups of individuals not being served. Help establish 4-H with those target groups.

ARTICLE II

Officers

Section 1: Officers of the Council
Officers of the Council shall be president, vice-president, secretary and treasurer.

Section 2: Election of Officers
a. Officers will be elected by the Council for a one year term at the annual meeting.
b. Nominations will be made from the floor.
c. Voting will be done by a paper ballot.
d. Officers shall serve until their successors have been elected and duly installed.

Section 2: Officer Duties
a. The president shall be the chief executive officer of the Council. S/he shall preside at all meetings of the Council, and shall chair and preside at the meetings of the executive committee. The president shall appoint the members of all committees of the Council. S/he shall sign all documents requiring the president's signature and shall perform all other duties incidental to the office.
b. The vice-president shall perform the duties of the president in the absence or incapacity of the president. The vice-president shall automatically become president of the Council upon the resignation or death of the president. In the event the vice-president becomes the president, a new vice-president shall be elected to fill the vacancy. The vice-president will represent the Council on the Extension board.
c. The secretary shall keep an accurate record of the activities of the Council and its executive committee, shall issue all notices of the Council meetings, shall be responsible for the correspondence of the Council, shall prepare and keep a listing of all chairs and members of special and standing committees for the current and two previous years, and shall provide the county Extension staff a copy of all records of the Council.
d. The treasurer shall keep an accurate record of all monies allocated to the
Council, shall supervise the disbursement of the funds subject to the direction and approval of the executive committee, and shall serve as chair of the finance committee.

Section 3: Officer Vacancies
Vacancies occurring in any of the offices due to illness, death or other incapacity to comply with assumed duties shall be filled by election by council members except in case of president, when the vice-president shall succeed the chair. Such officers shall serve only until the next regular election.

ARTICLE III

Committees

Section 1: Executive Committee
A. The functions of the Executive Committee shall be to:
   1. perform the essential Council activities that must be acted upon between meetings of the membership.
   2. formulate and recommend programs and activities to the members of the Council in consultation with Extension staff, for their consideration and approval.
   3. identify and help formulate other committees necessary to further the purposes and functions of the Council.
   4. serve as liaison with other groups and to the total Extension program.
   5. serve as a planning group.
B. The executive committee in consultation with Extension staff will formulate the agenda and have it sent to the members prior to all regular and special meetings.
C. A majority of the executive committee members must be present to constitute a quorum for the transacting of business.

Section 2: Finance and Budget Committee
A. The finance and budget committee will oversee the financial condition of the Council and determine a yearly budget accordingly. Specific functions include to:
   1. report the financial condition and financial results of the operations of the Council.
   2. prepare a balance sheet and regular statement of financial activities.
   3. initiate an annual audit.
   4. determine the need of fund-raising activities and provide leadership if necessary.
B. The Council treasurer will serve as chair of the finance and budget committee.

Section 3: Expansion and Review Committee
An Expansion and Review Committee shall be designated if the 4-H Council does not meet the minimum membership requirements as described in Section 6.7 of the 4-H Council Handbook.
A. The purpose of the expansion and review committee is to assure equal access by all youth and adults to all 4-H youth programs conducted by Cooperative Extension in accordance with the Civil Rights Act of 1974 Title VI.
B. The expansion and review committee will comply with the membership requirements as stated in Section 6.7 of the 4-H Council Handbook.
C. Specific functions are to:
   1. collect accurate data regarding the race of the county or area populations and the participation in 4-H programs. Determine which geographic areas include minorities.
   2. develop a plan to involve as many youth and adults as possible in the county 4-H program. Utilize all reasonable efforts in geographic areas which include population of more than one race, giving every opportunity possible to youths and adults of all ages, sexes, races, income and physical abilities.
   3. develop a method for staying abreast of changes in the interests and needs of youth in the county.
   4. keep all members of the Council aware of the changes that need to be made in the 4-H program as shown by the results of the above functions; to assist in carrying out the actions necessary to facilitate these changes.

Section 4: Public Relations Committee
The public relations committee shall:
A. inform the public about 4-H through various media.
B. develop community support for the 4-H program.
C. get more people involved and increase membership in 4-H.
D. assist all other committees in the Council with their public relations needs.
E. assume responsibility for activities that promote the overall 4-H program.

Section 5: Program and Activity Committees
Specific program and activity committee will be formed to plan, execute, and evaluate components of the 4-H program in the county. Duties will be specified in committee job descriptions.

ARTICLE IV
Meetings
A. The regular monthly meetings of the Council shall be to conduct the business of the Council as outlined under Article II of the Constitution. More specifically the monthly meetings shall be to:
1. approve, reject, amend or refer back to the committee for further study reports from special or standing committees.
2. introduce new ideas with requests for the chair to appoint committees to make further studies and report back their recommendations to the Council.
3. evaluate reports of completed activities, projects or programs and make suggestions for improvement.
4. provide Council members information concerning the area, district and state Extension programs helpful to them in their efforts to address identified needs.
5. approve and disburse money in support of programs supported by the Council.
B. Special meetings of the Council may be called by the chair, the executive committee or upon request of any five members.
C. Written notice shall be sent to all members of the Council at least one week in advance of all meetings. Notice shall include the date, time and place of the meeting. (Exception-Amendment of the Bylaws shall require a 10 day notice.)
D. Each member shall be entitled to one vote.

ARTICLE V
Quorum
_______ duly elected members present at any regular or special meeting will constitute a quorum.

ARTICLE VI
Amendments
Amendments to the Bylaws may be made at any annual, regular or special meeting by a simple majority vote of the members present providing:
A. a notice of the pending amendment was sent to all members of the Council at least two weeks and not more than four weeks prior to the meeting and
B. a quorum of the Council is present at the meeting.

ARTICLE VII
Parliamentary Authority
Roberts Rules of Order shall govern the proceedings of the Council not otherwise specified in the Bylaws.

The Bylaws of the 4-H Council were adopted on (date) at (location.)

Approved:

___________________________
President of the 4-H Council - date

___________________________
Secretary of the 4-H Council - date

___________________________
President of the Extension Board - date
4-H Council Meeting Guidelines

The 4-H council meeting should be run in an efficient, orderly manner. As a member of an organized group you need to know at least the basic principles of parliamentary procedure in order to share in carrying on its regular business.

The chair or executive committee should decide at the beginning of the year or term of office how council meetings will be conducted. Will formal parliamentary procedures be followed or will the group use a consensus decision process?

Formal parliamentary procedures - Robert's Rule of Order or other procedure guidelines are followed. Formal motions and a second are required before a topic is discussed and action taken.

Consensus - Informal discussion regarding an issue or topic until the group reaches consensus on action to be taken. A record of the decision should be noted in the minutes or a motion confirming the decision should be voted on.

The order of business or agenda remains the same regardless of the decision making procedures used by the group.

Basic Meeting Agenda

Call to Order
Opening Ceremonies (if appropriate)
Approval of Minutes
Officer Reports
Committee Reports
Unfinished Business
New Business
Announcements
Adjournment

The agenda is prepared by the Council president in consultation with the executive committee and the Extension staff. The prepared agenda should be printed or listed on a blackboard or flip chart during the meeting. Give members an opportunity to add agenda items if time allows.

For meeting effectiveness - Call for agenda items from members two to three weeks before the meeting. Mail the agenda to members five to 10 days prior to the meeting. Allot time for discussion and list the action desired. (See “Planning The Meeting Agenda” Guide.)

Call to Order - The chair gains attention by standing or pounding the gavel and saying The meeting will come to order.

Opening Ceremonies (if appropriate) - Pledge of allegiance, an inspirational message or thought for the day may be used. Keep it brief and relate it to the purpose of the meeting.

Approval of Minutes - The secretary will read the minutes from the last meeting. Are there any corrections or additions to the minutes as read? Any changes are noted by the secretary. After a pause the chair declares, if there are no further corrections to the minutes they will stand approved as read.

Time Saver - Send the minutes to the members with the agenda. Call for corrections without taking meeting time for reading the minutes.

Officer Reports - The chair calls for a treasurer's report and other officer reports as appropriate.

Committee Reports - Reports may be given by active committees that have progress or status of interest. The executive committee will report meetings conducted without full membership attendance. Standing and special committees report progress or recommended action. The person delivering the report will initiate the desired action by saying I move the acceptance of the report or I move the specific action to be taken by the Council.

Unfinished Business - Minutes from previous meetings will indicate any unfini-
ished business. The chair, officers or the group may decide if the timing is appropriate to deal with unfinished business.

New Business - New business to be brought before the group may be proposed by the officers, council members, staff or by 4-H constituents.

Announcements - The date and location of the next meeting, social activities and other items of interest are announced to the members.

Adjournment - The chair will declare the meeting adjourned by saying the meeting is adjourned. A vote is not taken.

Simple Parliamentary Procedure

Basic Principles

1. Procedures outlined in the Council constitution and bylaws must be followed.
2. Only one item of business is discussed at a time. The item under discussion must be disposed of before the next item is considered. Examples: Reports are accepted; motions may be passed, postponed, tabled or referred to a committee.
3. Only one person may speak at a time. A speaker must be recognized by the chair and may continue until finished. The chair may impose a time limit if discussion tends to be lengthy.
4. Council members have an obligation to inform themselves of issues or items of business before voting. The chair may designate a committee or individuals to bring information to the group.
5. Council members have an obligation to hear and consider all aspects of an issue before voting or taking action. They should work to be objective and unbiased with primary consideration given to youth of the community, the volunteers and the program.

Encourage youth volunteers on the Council to express their feelings about issues.

Steps in Making and Carrying a Motion

1. The member addresses the chair.
2. The chair recognizes the member.
3. The member makes the motion. I move that .... Motions should be made in the affirmative to avoid the confusion that comes from a negative vote on a negative motion. For instance, you should say, I move that the Council sponsor a picnic, not, I move that the Council does not sponsor a picnic. In the latter case those voting for the motion would be voting against the picnic and those voting “no” would be voting for it.

The proper form is, I move that...; not, “I make a motion that,” or “I move you.” Making a motion is equivalent to saying, “I propose that” or “I think we should do so and so.”

4. The motion is seconded. All ordinary motions must be seconded to show at least two people want the subject discussed. Motions should be seconded promptly. It is not necessary to be recognized by the chair, but say simply, I second the motion. If there is no second, the chair says, The motion is lost for lack of a second.

5. The chair states the motion. When the motion has been seconded, the chair restates it so everyone will understand exactly what is proposed.

6. The chair calls for discussion and allows members to express opinions or ask questions.

7. When all members have spoken or the chair thinks all sides of the question have been discussed, the
chair may say, *Are you ready for the question?* Both affirmative and negative votes must be taken. The chair says, *All in favor of the motion, which is...... say aye. All opposed say no.* If the vote is unclear, the chair may call for a vote by the raising of hands or standing.

8. The chair announces the result.

Subsidiary Motions

Sometimes in order to dispose of a main motion, it is necessary to make a subsidiary or secondary motion. These motions must be voted on before the main motion can be discussed further. The most common motions of this class are to amend, to refer to a committee and to table.

To Amend

A motion may be amended by adding, deleting or changing. A motion to amend must have a second before discussion. Discussion following an amendment is restricted to the amendment only. The amendment must be voted upon before discussion returns to the main motion. The proper form is *I move to amend the motion by....*

To Refer to a Committee

At times a proposal or motion requires additional study before a good decision can be made. To save the group time, the proposal can be referred to a committee for study and recommendation to the group. Referral can be made to a standing committee if the topic is related to the responsibility of the committee or a special committee may be appointed by the Council chair. The proper form is *I move the...motion be referred to ... committee for study (or action).* You may want to impose a time limit to the committee.

To Table

Sometimes it seems wise to lay aside temporarily some item of business that is before the group. The correct form is, *I move to table.* This motion must be seconded. It may not be debated or amended. The chair must put the motion to table as soon as it is seconded. At any time during the session or during the following session, the motion to take it from the table may be made. *I move this motion ... be raised from the table.* This motion must be carried by a 2/3 vote.

Physical Arrangements for Effective 4-H Council Meetings

Paying attention to physical arrangements can make the difference between a productive meeting and one that the members dread attending. Think about the following tips for making meetings pleasant. Use these tips as a checklist when planning your council meetings.

1. Is there enough space for each member to work and is the arrangement conducive to discussion? (Tables might be arranged in a U shape, in a circle or in groups. There should be a podium for speakers, but no speakers’ table. Leaders and guests should be part of the whole group.)

2. Is lighting adequate?

3. Is the room clean and cheery?

4. Is there adequate ventilation with provisions for those who wish to smoke?

5. Is the meeting place accessible to everyone including the handicapped? Is there parking space and adequate rest room facilities?

6. Are needed materials on hand: pencils, paper, audio-visual equipment, extension cords, handouts, etc.?
7. If a meal is to be served, has adequate preparation been made to clear the tables swiftly and quietly?
8. Are water pitchers filled with cold water? Is hot coffee available?
9. Is the meeting room free from distracting noises such as furnaces or air conditioners, nearby meetings, elevators, etc.?
10. Is the room arranged so that latecomers can come in and be seated in the rear of the room?
11. Is the meeting being held on the regularly scheduled date? If not, have notices been sent out far enough in advance? (Meeting times seldom should be rescheduled. Changes are disruptive to the Council and to individual members.)

Calendar of Work to be Done

Fall
- Orientation of new 4-H Council members
- Evaluate the overall 4-H program from the past year
- Identify program emphasis for the coming year and set goals
- Organize members within the Council
- Name the leadership and members of program committees
- Develop tentative budget for coming year with input from committees
- Develop tentative calendar for the coming year

Winter
- Finalize budget
- Plan fund raising
- Finalize calendar
- Plan for promotion of 4-H, and recruitment of new members and leaders
- Consider changes for county fair
- Attend District 4-H Council meetings
- Determine leader training opportunities
- Conduct 4-H leader training

Spring
- Organize spring and summer events
- Promote summer program
- Organize County Fair
- Conduct fund raising events

Summer
- Monitor summer events and County Fair
- Evaluate selected programs
- Elect new Council members
- Elect Council officers for coming year
- Conduct fund raising events

A strong 4-H Council is concerned with effectiveness and efficiency.
Effectiveness - Deciding what ought to be done. Deciding the right things to do. This is vision and leadership.
Efficiency - Doing things right. Determining how things are to be done.
2.3 Using 4-H Committees Effectively

Role and Function of Committees

It may be more effective for a 4-H Council to appoint a committee to perform a task, make a recommendation or develop a plan for the Council to address as a whole. The number and nature of 4-H committees are at the discretion of each Council. The following information should be considered when forming a committee.

A successful committee must have these ingredients:
1. A specific commission:
   This is a definitive document which describes clearly what the committee is to do, permitting the committee members to answer the question: "To what extent do we understand what we are to do and why we are to do it?"
2. An effective chairperson:
   The key to an effective committee is an effective chairperson. He/she sets the tone, pace and strategies for the committee. He/she must be thoroughly acquainted with the goals of the organization and the part the committee plays in the achievement of these goals. He/she delegates and coordinates work and provides a climate in which thoughtful deliberation is possible.
3. An effective staff:
   The key to an effective chairperson is an effective staff representative. At least one Extension staff must work closely with the chairperson, assisting in the preparation of agendas and providing all the pertinent data required to operate an effective committee meeting.
4. Effective committee meetings:
   If the first three ingredients are present, a good committee meeting generally results. Such meetings are action-oriented, based on a sound agenda with all necessary data available for the decisions to be made.
5. Committee members thoughtfully appointed:

Committee members should be appointed with a clear view of the goals the committee must achieve and of the skills brought by each committee member to assist in the achievement of those goals.


Ways to Make Committees Work Effectively

1. Make sure the committee has a real purpose.
2. Make sure everyone knows what the purpose is.
3. Have the right people on the committee.
4. Remove committee members who are not right for the committee or who do not participate.
5. Don't hold meetings without a clear reason.
6. Give advance notice of meetings.
7. Whenever possible, distribute materials in advance.
8. Encourage everyone to participate during the meeting.
9. Discourage members who monopolize the discussion.
10. Start and end meetings on time.
11. Schedule important items first on the agenda.
12. Allocate time for discussion according the importance of each issue.
13. Send members a summary of the meeting, keying on the decisions made and on the assignments given.
14. Don't have more than eight people on a committee.
15. Be specific about tasks and deadlines.
16. Don't discuss, re-discuss, and continue to discuss items.
Agenda Planning Form

<table>
<thead>
<tr>
<th>Order</th>
<th>Topic/Subject</th>
<th>Who Reports</th>
<th>Materials Given in Advance</th>
<th>Equipment Needed</th>
<th>Purpose *see key</th>
<th>Time Required</th>
</tr>
</thead>
</table>

17. Provide an agenda for each meeting.
18. Conclude each meeting with a summary of what is to be done by whom.
19. Double-check for agreement on important issues.
20. Don’t allow unrelated discussions during meetings.
21. Make sure everyone gets credit for the accomplishments of the committee.
22. Use seating arrangements that allow everyone to interact.
23. Use name cards if attendees don’t know each other.
24. Allow some social time following each meeting.


**Types of Committees**

There are different types of committees for different functions of an organization. Standing committees have ongoing functions and are an integral part of the Council structure. Program or activity committees are organized around specific goals, educational programs, activities or projects. Ad Hoc or special committees are created for specific short-term projects, studies or one-time events. Understanding what types of committee are best suited for your Council is important in a progressive 4-H program.

**Standing Committees**

Standing committees deal with the ongoing processes of an organization. They are concerned with system maintenance and evaluation. Common standing committees for the 4-H Council include the executive, expansion and review, budget and finance, and public relations and marketing. A brief description of these committees and their functions follows:

**Executive Committee** - Composed of all of the elected officers and the immediate past president, with the Extension staff serving as exofficio member. The executive committee has the following functions. To:
- perform the essential Council activities that must be acted upon between meetings of the membership,
- formulate and recommend programs and activities to the members of the Council for their consideration and approval,
- identify and help formulate other committees necessary to further the purposes and functions of the Council,
- carry on such other business as may be delegated to it by the Council membership,
- formulate the agenda and have it sent to members prior to the meetings,
- serve as liaison with other groups and to the total Extension Council,
- serve as a planning group.

**Expansion and Review** - The 4-H program has thrived over the years because it has adapted programs and projects to keep pace with changes over time. This committee helps see that the Council keeps pace with these changes. This committee has the following functions. To:
- collect and review population and 4-H enrollment data and determine geographic areas that include minorities,
- develop a method for staying abreast of changes in the interest and needs of youth in the county, utilizing all reasonable efforts in
geographic areas that include a population of more than one race,
- develop a plan to involve as many youths and adults as possible in the 4-H program,
- develop a plan to involve all segments of the community in the 4-H program, giving every opportunity possible to youths and adults of all ages, sexes, races, income and physical abilities,
- keep all members of the Council aware of the changes that need to be made in the 4-H program as shown by the results of the above function, to assist in carrying out the actions necessary to facilitate these changes.

**Budget and Finance** - The budget and finance committee develops the budget in keeping with the purpose, philosophy and long-term goals of the organization, sets appropriate financial objectives and identifies steps to achieve them.

Specific functions of a Council budget and finance committee include, to:
- develop a proposed budget for the year based upon planned programs and activities and prospective income,
- report the financial condition and financial results of the operations of the 4-H Council,
- prepare a balance sheet,
- prepare a regular statement of financial activities,
- conduct an annual audit.

**Public Relations and Marketing** - 4-H is a great youth organization. However, in order to be successful in fulfilling the mission of 4-H, we must do an effective job of marketing youth programs. This means we need to carefully plan the right Programs at the right Place and time, and at the right Price. These P's are the basic elements of a marketing strategy. Specific functions of the Public Relations and Marketing committee include, to:
- inform the public about 4-H through various media,
- develop community support for the 4-H program,
- get more people involved in the 4-H program,
- ultimately increase membership in 4-H, assist all other committees on the council with their public relations needs.

**Program/Activity Committees**

Committees can have many and varied functions. Program committees have broad responsibilities for a program area such as health, clothing, water quality or youth at risk. They will employ a range of methodology to reach the educational goals.

A specific event or activity is the focus of an activity committee. Examples could include the speech contest, county fair or selection of awards.

The committees work closely with the Extension staff and often share some of the responsibilities with the staff, but the primary responsibility rests with the committee. Remembering the details it takes to run an activity successfully is not easy. Job descriptions, work files, reports from previous committees and complete committee commissions all will help the committee do their job.

**Ad Hoc/Special**

Ad-hoc or special committees are short duration committees formed to accomplish a specific task. There must be a clear differentiation between ad-hoc and standing committees. Remember, stand-
ing committees deal with the ongoing processes of an organization. They are concerned with system maintenance and evaluation. Ad-hoc committees are formed to accomplish specific tasks such as research, study, evaluation or problem-solving.

Some special considerations for ad-hoc or special committees are, they:
- should be of predetermined duration,
- can be formed either from within a specific committee, or from any or all of the committees of the Council,
- can elicit participation from outside of the Council and committee structure of the organization,
- should have a clear commission outlining what they should accomplish.

As stated before, a committee need not be composed only of Council volunteers. Many Councils increase involvement through non-Council members on committees. Some Councils require that the committee chairpersons be Council volunteers. It really doesn’t matter.

Job Descriptions

A job description is a general explanation of a specific area of responsibility. Its purpose is to clarify the overall focus of a job and explain why it is important. Committee job descriptions should be developed for each ongoing committee. Position descriptions can then be developed for specific individuals.

A job description should include the following components:
- Date:
- Name of Committee:
- Purpose:
- Responsibilities:
- Responsibilities to:
- Time Commitment:

Qualifications:
- Training:
- Resources Available:

How does a Position Description differ from a Job Description?

A position description is written specifically for a particular person. It provides a way for the volunteer and the supervisor to communicate and agree on expectations and time frames. Position descriptions are based on the general job description, but focuses on specific responsibilities and duties.

Why are Position Descriptions Important?

Position descriptions serve as a communication tool. This will help volunteers and paid staff to:
- document roles and responsibilities,
- clarify individual needs,
- organize programs and projects,
- manage time,
- stimulate volunteer growth and development,
- recognize volunteer involvement,
- determine strengths and weaknesses,
- expand and strengthen the goals of the organization,
- develop training experiences based on specific identified needs.

Position descriptions are not, however, an inflexible listing of rules and boundaries. They are merely guidelines for building and protecting people and programs. To be effective, they must be revised and refined frequently.

A position description is written by the volunteer and the supervisor. In doing so it becomes an agreement documenting what the volunteer is willing and able to do for 4-H and what Extension will do and provide for the volunteer. The following
items should be included in a position description:

- the position title,
- a general description,
- the purpose of the position,
- a list of responsibilities,
- a list of what the volunteer will do,
- a list of what Extension will do or provide,
- a list of the training and support materials needed by the volunteer,
- the length of volunteer commitment,
- the committee members' names and addresses,
- an understanding of how the volunteer will be evaluated and by whom.

Current County Committee List and Job Descriptions

Insert current county committee list and job descriptions at the end of this section.
Committee Commission Outline

This form is to be completed before committee appointments are made. Depending on the agreement with the committee chairperson, adjustments in specific duties and responsibilities, etc., may be necessary.

Date ___________________________

Name of Committee ________________________________________________________________

Type of Committee: ___________ Standing ___________ Program/Activity ___________ Ad Hoc/Special

Scope of Committee: ___________ Club ___________ Community ___________ County

_________ Multi-County ___________ District ___________ State

Purpose: ____________________________________________________________________

Specific Duties and Responsibilities: ____________________________

Chairperson's Name and Phone: ________________________________________________

Committee Members Names and Phone Numbers:

___________________________________________________________________________

___________________________________________________________________________

Council Liaison: _______________________________________________________________

Staff Contact: _________________________________________________________________

Time to Report to Council: ____________________________

Time Commitment to Committee: __________________________________________________________________

Budget: _________________

Other Resources Available: ______________________________________________________

Coordination with Other Committees:

<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Committee Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Support Material Available:

___________________________________________________________________________

Other: ____________________________________________________________________
Developing Educational Programs

3.1 An Overview of Planning in Extension 4-H
3.2 The Program Development Model
3.3 4-H Councils and In Depth Needs Assessment
3.4 Guidelines for Program Development
3.5 Sharing Leadership in Program Development
3.6 Types of Youth Programs
3.7 *Current 4-H Youth Plan of Work

*Insert appropriate documents at the end of section
Developing Educational Programs

3.1 An Overview of Planning in Extension 4-H
3.2 The Program Development Model
3.3 4-H Councils and In Depth Needs Assessment
3.4 Guidelines for Program Development
3.5 Sharing Leadership in Program Development
3.6 Types of Youth Programs
3.7 *Current 4-H Youth Plan of Work

*Insert appropriate documents at the end of section
### 3.1 An Overview of Planning in Extension 4-H

Planning occurs at all levels within the Extension system, with each level influencing and being influenced by the others.

#### Definition

| Purpose: A broad statement of the reason the organization exists, the function it performs and its target clientele. |
| Philosophy: The moral, ethical framework and/or beliefs of the organization. |
| Goals: The basis for an organization's clear and measurable answers to the question of "where should we be?" Goals do not predict the future. They are the vision of the organization's preferred future, called strategic or long-range planning at three to five years. |
| Objectives: These are clear and measurable statements of what the organization intends to accomplish in the current fiscal period. They should be accomplished "this year" and should bring the organization closer to its preferred future. |

#### Scope

- National and state planning
  - * Laws
  - * Mission statement
  - * Plan of work
  - * Initiative statements
- District, County and Extension Programming Units (EPU) planning
  - * Extension Board
  - * 4-H Council
  - * Extension staff
  - * Four-year and annual Plan of Work
- Planning and action by
  - * Program committees
  - * 4-H Volunteers
  - * Extension staff

Note the role of 4-H Councils in linking purpose and goals with the action steps!!
3.2 The Program Development Model

The primary focus for 4-H Council planning is the three to five year **goals and annual objectives.** Long-range planning is challenging and important to the vitality of 4-H.

The **purpose, mission and philosophy** may change somewhat over time, but these usually are not the focus of 4-H Council planning. The **action steps** or implementation phase are most appropriately dealt with by program committees or Extension staff.

The process described is designed to generate **goals** and **objectives.** The key elements of planning programs are shown in this model.

<table>
<thead>
<tr>
<th>4-H Council</th>
<th>4-H Program Committees/Extension Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Assessment</td>
<td>Program Evaluation</td>
</tr>
<tr>
<td><strong>What are the needs of youth and the community?</strong></td>
<td><strong>How efficient was the best approach?</strong></td>
</tr>
<tr>
<td><strong>Which of the needs should be acted upon by Extension 4-H programs?</strong></td>
<td><strong>Design and Implementation</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Implementing the best approach.</strong></td>
</tr>
<tr>
<td><strong>Needs Statement</strong></td>
<td><strong>What are some of the ways we can meet (solve) these needs?</strong></td>
</tr>
<tr>
<td><strong>Program Planning</strong></td>
<td><strong>What is the best approach to meet (solve) these needs?</strong></td>
</tr>
</tbody>
</table>

**Needs Assessment**

- **What are the needs of youth and the community?**
- **Which of the needs should be acted upon by Extension 4-H programs?**

**Program Planning**

- **What are the needs of youth and the community?**
- **What is the best approach to meet (solve) these needs?**

**Program Evaluation**

- **How efficient was the best approach?**

**Design and Implementation**

- **Implementing the best approach.**
- **Adding new programs**
- **Change or delete existing programs**

4-H Youth programs emerge from essentially two sources:

1. Continuing or core programs - those related to developmental needs of youth, expressed as the development of life skills.
2. Special needs - of youth, families or the community usually identified through a needs assessment process, or from state or national initiatives.

In developing programs, the 4-H Council and Extension staff must consider both the core program and the special needs that have been identified.

Core programs help youth strengthen basic life skills and enhance their work in school by building upon the interests and abilities of the youth. Even though the goals of core programs are essentially the same from year to year, the methods (projects and activities) regularly require fine tuning, that is, changes and adjustments to maintain interest and participants.

Special needs generally receive more dramatic planning attention. New programs may be introduced, significant resources may be obtained and other low priority programs may be dropped to free up time and resources. In some situations, core programs may be adjusted to address special needs or new audiences.

Directing program resources and people time to high priority needs is the goal of the Program Planning Process.
3.3 4-H Councils and In depth Needs Assessment

Needs assessment is an on going process. Extension staff, youth and adult 4-H volunteers observe youth and families, talk with community leaders and think about the future to determine educational needs and prepare goals.

1. Deciding to do In Depth Needs Assessment

All of us tend to develop an allegiance to programs in which we are personally involved, and thus tend to develop a bias toward those programs. To obtain a more objective view of youth and community needs, the 4-H Council and Extension staff should periodically consider a special needs assessment effort. In depth needs assessment is time consuming and thus not an every year occurrence. Basic needs do not change rapidly. Formal needs assessment should be considered every four to six years. Guidelines are available for conducting in-depth needs assessment. Contact the 4-H/Youth Development Specialists for assistance.

2. Gathering Data and Information About Youth

Seek ideas from youth and parents. Surveys, group interviews and other assessment techniques are very useful in identifying concerns. The design of questions is important to receive the information needed. Expert assistance is available for planning surveys and studies. This is considered primary data.

Review statistical data regarding youth. What are the youth population trends? Are minority youth increasing? What is happening to families in regard to divorce, single parent families, employment trends, etc? What does the health data show regarding nutrition, physical fitness, substance abuse, etc? What are the crime rates involving youth? The State Departments of Education and Health, law enforcement agencies and the census are excellent sources of information data. This is considered secondary data.

Extension planning groups at state and national levels develop long range goals, currently referred to as Extension Initiatives. What are the youth educational needs related to the Initiatives? Review futuristic planning material from other sources. Public schools, churches, civic organizations and media produce materials useful in planning youth programs.

3. Analyze The Information (Look At What Is).

Take time for the Council to discuss the data and information collected. How does this information apply to the youth in your communities?

4. Establish Priorities for 4-H (Look At What Should Be)

Which of the concerns of youth should 4-H address? What are the strengths of current 4-H programs? Are new program areas which 4-H should consider? Are changes in existing programs warranted? Are there programs that must be dropped to make time and resources available for higher priority concerns?

5. Move to the Program Development Stage

With updated priorities identified, the 4-H Council is ready to begin the implementation process. Priorities drive the program through the development of new programs, involvement of youth and adult volunteers, and the allocation of resources toward new goals. Priorities become the tool through which the 4-H Council becomes PROACTIVE in support of youth programs rather than REACTIVE.
3.4 Guidelines for Program Development

**Program Planning**

*What are some of the ways youth needs can be met?*

The 4-H program is flexible, allowing freedom to design and adapt programs for specific audiences. There are vast educational resources available through the Cooperative Extension system that have been developed by the University faculty, volunteers and other youth serving agencies.

Involvement of local leaders in program determination and planning helps set the stage for continued involvement of volunteers in carrying out the program.

*What is the best approach to meet (solve) youth needs?*

Obviously, it is not possible to support all programs. The key is selecting and adapting programs most appropriate for needs of youth today!

*How long should a particular educational effort be continued?*

When can an educational thrust be dropped in favor of more compelling needs? The need for core programs tends to continue with regular adjustments. However, special need programs tend to outgrow their usefulness over time.

**Design and Implementation**

The design and implementation stage involves a number of steps.
- Developing broad program objectives
- Generating an operating plan
- Selecting relevant learning experiences for specific objectives
- Identifying resources and support (including volunteer involvement)
- Implementing the program

When designing a program, begin by formulating broad objectives that identify desired outcomes.

Example - to encourage teens to develop leadership skills.

Next, plan appropriate program activities that will address the broad objective.

Example - Conduct a leadership workshop for club officers.

Select 10 youth to attend leadership camp.

Involve teens on 4-H committees.

The major 4-H program delivery modes offer a variety of program design options. One or more may be appropriate for the program objectives being considered.

Organized 4-H Clubs - led by 4-H volunteers
- 4-H Special Interest Groups - taught by volunteers
- 4-H School Enrichment - utilizing teachers and/or other volunteers
- 4-H Individual Self-Study - with parents as resource
- 4-H Broadcast T.V. - with volunteer led viewing groups
- 4-H Camp and Outdoor Education - directed by volunteers or professional staff

In the educational design process, you refine program objectives into quantifiable and measurable instructional objectives. For example, if a program objective is to enhance the leadership skills of teens, then a more specific instructional objective might be for teens to lead a group discussion or speak to six donors. The use of measurable instructional objectives makes it possible to more clearly evaluate the success of the program.

Educational design involves 1) assessing the learners, 2) specifying objectives or desired outcomes, and 3) selecting appropriate teaching techniques to achieve the desired changes.
The implementation stage involves mobilizing and using the resources needed for program delivery. Such resources include facilities, materials, financial support, professional expertise, volunteers and other programming needs.

Evaluation and Accountability

Evaluation determines the extent to which desired objectives were met or how well the program is moving toward the desired goal. Formulate your evaluation plans early in the programming process, when broad program objectives are developed. Evaluation results are used to judge a program's value, to make refinements and improvements, and to acquire needed resources for continuation.

Accountability is the process of reporting to key decision-makers how effectively and efficiently a program reaches its objectives. Use a variety of reporting methods to get information to 4-H supporters and the general public.

3.5 Sharing Leadership in Program Development

Planning and development of educational programs is a shared responsibility between Extension staff and volunteers on the 4-H Council. Staff must provide information regarding the youth situation, current programs and support for volunteers in program development. 4-H Council members bring insight to youth and community needs to the planning process. Together they give direction to the 4-H programs in the county or area.

Extension Staff Roles

* Prepare documentation of youth needs for use in planning meetings.
* Keep 4-H Council informed of goals, plans, participation and evaluation of current 4-H programs. Encourage 4-H Council members to represent the Council at events.
* Keep the 4-H Council informed of current Extension Initiatives and opportunities for related youth programming.
* Support the 4-H Council in determining priorities in the 4-H programs.
* Advise and support the 4-H Council in planning fund raising and support for priority programs.
* Provide growth opportunities and training for 4-H Council volunteers.

*Empower 4-H volunteers to give leadership and direction to 4-H programs.
* Be sensitive to basic needs of youth, volunteers and the community.

4-H Council Volunteer Roles

* Be informed about current 4-H youth programs including:
  a. an understanding of which are priority programs.
  b. knowledge of the purpose and objectives of all programs.
  c. participation and impact of programs.
* Participate in evaluating program needs and establishing priorities for:
  a. changing current programs
  b. establishing new programs
  c. continuing current programs
  d. dropping current programs
* Determine the need for program resources and give leadership in acquiring resources to support priority youth programs. (Avoid the trap of traditional programs with low priority receiving major financial support while high priorities receive limited support.)
* Provide leadership in involving 4-H volunteers, both youth and adult, in priority programs.
3.6 Types of Youth Programs

4-H program objectives fall into several distinct areas:

**Youth Development** - dealing with personal growth and life skills.

Example: Building self esteem
Improving communication skills
Developing decision making abilities

**Volunteer Development** - support for volunteers in 4-H program leadership roles.

Example: Improving teaching ability
Increasing community involvement
Enhancing leadership skills

**Subject Knowledge** - expanding personal knowledge in specific subject areas to help make decisions and solve problems.

Example: 4-H projects
Workshops and conferences
Special events emphasizing a special subject such as "Water Day"

4-H Program Delivery Modes

4-H delivers educational programs using a variety of methods. Five major methods are recognized and are the basis for reporting participation in 4-H.

Organized Clubs - Led by volunteer and youth officers in local groups.

School Enrichment - Conducted by teachers and/or volunteers. Related to priority needs - supports school curriculum.

Special Interest - Workshops/special programs conducted by volunteers and/or Extension staff (includes 4-H camping).

Individual Study - Self-directed projects and programs supported by parents.

Broadcast Television - Programs presented via television, supported by volunteers or parents.

4-H Council responsibility covers all 4-H methods. The organization and support is unique for each of the methods. Consider all of them when establishing priorities and initiating programs. For example, environmental concerns such as water quality could be addressed by all five delivery modes while other topics may fit a specific delivery method.

3.7 Current 4-H Youth Plan of Work

Insert current youth plan of work at the end of this section
4-H Council Minutes

4.1 Guidelines for Keeping Records and Council Minutes

4.2 *Council Minutes and Agendas

*Insert appropriate documents at end of section.
4-H Council Minutes

4.1 Guidelines for Keeping Records and Council Minutes

4.2 *Council Minutes and Agendas

*Insert appropriate documents at end of section.
4.1 Guidelines for Keeping Records and Council Minutes

Minutes are the record of action and decisions of 4-H Council meetings. An "official" set of minutes should be kept by the secretary for easy reference during Council meetings. Council members will likely keep their own copies of minutes in their Council notebook.

Meeting Preparation

Reading the minutes of the past meeting is a tradition to assure all members, whether in attendance or not, have current information.

A time saver - Have the minutes of the last meeting sent with the meeting announcement and the agenda at least five days before the meeting date. Members then can read them carefully, be reminded of assignments they may have and be prepared for discussion. Dispense with reading the minutes at the meeting and save the time for discussion.

Council members should be attentive to topics that need follow up.

1. Council decisions - What has been the follow up action to implement the decision?
2. Unfinished business - Is the Council prepared to take further action?

Writing the Minutes - suggestions for the secretary.

The minutes should be brief and concise. Include -

- Attendance
- Reports given
  - Include the key points if appropriate.
- Motions made, action taken.
  - Names of people who make and second the motion.
  - Include key points that may be of value in supporting the action of the Council.
  - Do not include what each person said.

- Resolutions and decisions reached by consensus.
  - (no vote taken, but agreement by the group to act)

Minutes from Past Years

The secretary's records should include an "official" copy of the minutes (with corrections noted) for the past three to five years. Records beyond that date should be moved to the 4-H Council archives or historical file located in the Extension office. While reference is seldom made to past records, they do allow for study of past actions of the Council.

4.2 Council Minutes and Agendas

Insert a copy of current 4-H Council minutes and agendas.
Budget, Finance and Resource Development

5.1 Accountability with 4-H Funds
5.2 Recommended Procedures Regarding Cash Disbursement and Receipts
5.3 Personnel Employment Requirements
5.4 Auditing the Financial Records
5.5 Reporting
5.6 Endowment Funds
5.7 Security
5.8 Budget Preparation and Control
5.9 Four Steps in Preparing a Budget
   Sample County 4-H Council Budget
   Budget Request Form
5.10 *Council Budget
5.11 *Council Budget Request Forms
5.12 Resource Development/Fund Raising
5.13 *Donor Lists
5.14 Guidelines on Property

*Insert appropriate documents at end of section.
Budget, Finance and Resource Development

5.1 Accountability with 4-H Funds
5.2 Recommended Procedures Regarding Cash Disbursement and Receipts
5.3 Personnel Employment Requirements
5.4 Auditing the Financial Records
5.5 Reporting
5.6 Endowment Funds
5.7 Security
5.8 Budget Preparation and Control
5.9 Four Steps in Preparing a Budget
Sample County 4-H Council Budget
Budget Request Form
5.10 *Council Budget
5.11 *Council Budget Request Forms
5.12 Resource Development/Fund Raising
5.13 *Donor Lists
5.14 Guidelines on Property

*Insert appropriate documents at end of section.
Budget, Finance and Resource Development

The 4-H Council needs money and resources to conduct interesting and worthwhile educational programs and activities. Therefore, fund raising may be a major activity for the Council. It also means the Council must go to the community for help and support. Generally, the funds raised by the Council are handled by the 4-H Council treasurer with assistance and support from the budget and finance committee. Their task is not a simple one. In this section we will discuss many of the functions as they relate to budget, finance and resource development.

5.1 Accountability with 4-H Funds

Who Owns 4-H?

Ownership of 4-H is a key question in accountability for private funds given to the 4-H program. Four-H is a publicly owned program, supported by tax funds, with a name and logo (the 4-H clover) protected by federal law. Therefore, funds donated to 4-H or to programs and activities under the name of 4-H must receive the same accountability as required in the handling of public or tax funds. Minimum requirements for handling 4-H funds include:

* documentation of all receipts and disbursements,
* internal control procedures that protect the funds and those who handle the funds, and
* regular reports of the status of all 4-H funds.

Responsibility:

All funds identified as 4-H are the responsibility of the 4-H Council. That responsibility includes:

* receiving all contributions in the name of 4-H,
* planning for the use of 4-H funds,
* directing disbursement of funds, and
* being accountable to the Extension Board, 4-H donors and 4-H clientele.

The most effective manner to allocate 4-H funds received from private sources is through the budgeting process. A budget allows the 4-H Council to objectively review alternatives for using 4-H funds to meet 4-H program objectives.

5.2 Recommended Procedures Regarding Cash Disbursement and Receipts

Objectives of Cash Disbursement Procedures

1. To assure that disbursements are justified, are properly supported by evidence and that value has been received.
2. To assure that disbursements were made only with proper authority.
3. To assure that the proper entries were made on the pertinent accounting records.

Ideal Conditions for Cash Disbursement and Receipts

1. All disbursements are made by check.
2. All checks are co-signed with two authorized signatures.
3. No checks are made payable to cash.
4. All checks are prenumbered.
5. No counter checks are permitted.
6. All disbursements are properly substantiated. Supporting documents
include evidence of purchase, receipt and approval.

7. All such supporting documents are canceled in a manner that assures they cannot be reused.

8. Monthly bank reconciliations are made by someone other than the person writing the checks or recording disbursements.

9. Petty cash funds are not used.

10. Charge accounts are authorized by the Council for a specific period of time.

11. Those authorized to sign checks are bonded, particularly if annual receipts total more than $25,000.

Questions to Answer About Your Council's Checking Procedures

1. Are printed, prenumbered checks used and properly controlled?

2. Are voided checks properly held for inspection?

3. Is the signing of checks in advance prohibited?

4. Are checks presented for signature (or bills presented for payment) accompanied by approved invoices, and evidence of receipt and acceptance of goods or services?

5. Does the 4-H Council authorize all bank accounts and check signers? Is the authorization noted in the minutes?

6. Do the signers of checks make adequate investigation before signing?

7. Do procedures provide for immediate bank notification when a check signer leaves the service of the Council?

8. Is the supply of blank checks adequately controlled?

9. Are checks prepared by a treasurer and authorized by the Council?

10. Are there established conditions under which cash disbursements are made?

11. Are all paid invoices stamped or adequately marked to prevent their reuse?

12. Are vouchers or purchase orders prepared for all expenditures?

13. Are bank accounts reconciled by a person who does not sign checks, or handle or record cash?

14. Are bank statements delivered unopened directly to the reconciler?

15. Is the sequence of check numbers accounted for when reconciling the bank accounts?

16. Are endorsements on canceled checks examined carefully, incidental to the reconciliation of the bank account?

17. Are paid checks scrutinized for suspicious and irregular features?

18. If there is a bank balance that is not needed in the day-to-day working fund ...

* Is it kept in a separate account requiring the signature of an official to make a withdrawal?

* Is the account receiving a reasonable rate of interest?

* Is the account insured and/or supported by sufficient collateral?

19. Is there adequate control over postage costs?

Petty Cash Procedures

1. Petty cash procedures are not recommended. However, if petty cash funds are used - is the responsibility for the fund vested in only one person and properly safeguarded?

2. Are petty cash vouchers prepared and signed by the person receiving the cash?

3. Are vouchers and attachments marked or stamped to preclude their reuse?

4. Are advances and IOUs made to employees and volunteers properly controlled and approved?

5. Are petty cash funds restricted to expenditures of a petty nature not exceeding a certain fixed amount?

6. Are there surprise audits of the fund?

7. Are reimbursements made payable
to the fund custodian and are they deposited immediately?

**Evaluation of Cash Disbursement Procedures**

Comment on your Council's cash disbursing procedures. Are they good, bad or mixed?

Why?  

7. All cash receipts are deposited intact or otherwise safeguarded until deposited.

**Questions to Answer About Your Council's Cash Receipt Procedures**

1. Are cash receipts satisfactorily recorded by the individual designated to receive cash?
2. Are printed, prenumbered receipt forms used and properly accounted for?
3. Is a restrictive endorsement placed on incoming checks as soon as received - i.e. "for deposit only"?
4. Are all checks made or endorsed payable to the 4-H Council?
5. Are duplicate copies made of receipts given to individuals who give cash?
6. Is responsibility for cash receipts fixed from the time they are received until sent to the bank?
7. Are cash overages or shortages, if any, recorded on the books?
8. Are cash receipts great enough to warrant the treasurer bonded? If so, is the treasurer adequately covered?
9. Are rents, dividends, interest or similar revenues adequately controlled so that their non-receipt would be noted and investigated?
10. Are volunteers prohibited from using cash receipts to make cash disbursements?
11. Are cash receipts normally deposited intact and without delay?
12. Are the adequate physical facilities to safeguard cash in the possession of authorized individuals?
13. Are safe combinations and keys to cash boxes or files restricted to a minimum number of people?
14. Are bank deposits certified by a duplicate deposit slip or entry in a passbook?
15. Are checks returned by the bank for insufficient funds controlled and a follow-up maintained?

**Objectives of Cash Receipts**

1. To assure that all cash due to the 4-H Council is received.
2. To assure that the proper entries have been made on the pertinent accounting records.
3. To assure that all cash receipts were appropriately deposited or otherwise safeguarded.

**Ideal Conditions**

1. Cash-receiving activities are centralized in as few hands as possible.
2. Cash receipts are supported by other records.
3. People receiving cash have no access to accounting records. Incoming money is controlled by people other than those having access to cash or the accounting records.
4. The volunteer first receiving any money should document the source and amount of money received.
5. All checks are made or endorsed payable to the 4-H Council.
6. The 4-H Council's banks have been instructed not to cash unauthorized individuals checks made payable to the 4-H Council.
Evaluation of Cash Receipt Procedures

Are your procedures for cash receipts good, bad or mixed?

Why? _____________________________

5.3 Personnel Employment Requirements

The Extension Service, city government or the 4-H Camping Centers are usually the employers of paid staff working with the 4-H program. In some situations, however, the 4-H Council may decide to employ either full-time or part-time employees to conduct special programs or activities such as food stands, day camps, summer recreation programs, etc. As an employer, the 4-H Council becomes responsible for state and federal laws including:

- Federal and state income tax withholding
- Social Security withholding
- Workmans Compensation Insurance
- Federal and state fair labor requirements
- Equal Opportunity laws

The 4-H Policy Handbook (see the Policy and Legislation section) has information regarding Internal Revenue Service and Social Security requirements.

Youth labor laws restrict the type of work minors may do and the hours they may work. For more information contact:

Nebraska Department of Labor,
Division of Safety
301 Centennial Mall South
Box 9502
Lincoln, NE 68509-5024

Two publications that may be of interest are:


5.4 Auditing the Financial Records

Annually, the financial records of the Council should be audited by someone removed from the actual operation. A CPA, an officer of the bank or an audit committee may be used. Always audit the account when transferring responsibility from one person to another for the protection of both parties.

The purpose of an audit is to check procedures and the accuracy of the account. It is not a check for fraud, although fraud will be reported if found. Account records should be clear so an audit committee or anyone can understand the financial transactions.

The audit committee should submit to the Council a written report, signed by the auditing committee, on the condition of the books.

The University of Nebraska Auditors do not check 4-H or other auxiliary accounts. This is a 4-H Council or Extension Board responsibility.
5.5 Reporting

Often the workings of the Councils depend on the funds available, therefore a treasurer's report should be submitted to the Council monthly or at each meeting if meetings are not held each month. The report indicating the receipts, expenditures and closing balance should be signed by the treasurer.

A special report should be prepared at the close of the fiscal year. This report should include:

1. Beginning account balance
2. All receipts and expenditures for the period.
3. Bank justification
   a. bank statement balance
   b. plus deposits made, but not on the statement
   c. less outstanding checks
   d. adjusted bank balance
   e. report on all investments including accumulated interest

Computer programs can aid in financial record keeping but are not a substitute for sound budgeting and financial management.

If the 4-H Council has a gross income exceeding $25,000 during the tax year they are required by the Internal Revenue to file form 990. See the 4-H Policy Handbook Section 6 - Policy and Legislation for additional information on this topic.

The forms on the following page may be helpful in the record keeping process.

5.6 Endowment Funds

Funds on which interest only is used each year in support of scholarships or program support must be carefully invested. Consult bank or investment officials for advice. Avoid high risk investments even though the interest rate may be higher. Insist on FDIC insured accounts.

The Nebraska 4-H Development Foundation or the University of Nebraska Foundation can invest funds for the 4-H Council, if requested. An annual interest payment based upon current interest rates less a processing fee will be returned to the county upon request. The 4-H Development Foundation is a 501 C 3 organization, recognized by the Internal Revenue Service as exempt from Federal Income Tax.

5.7 Security

All records must be kept in a safe place for at least five years. Those handling 4-H funds need to be sensitive to the confidentiality of financial information. For example, while records of all donor contributions must be kept, respect the donor's wishes when it comes to publicity surrounding donations.

A computer accounting program can be very useful in keeping financial records. Computer generated reports must receive the same safeguards and scrutiny as any others.

5.8 Budget Preparation and Control

The budget is a statement of the expected financial condition of the Council for the coming year. It is based on information gathered from all other commit-
4-H Council Account Deposit

Use with: Sale items, registration fees or other multiple receipts

Item-event or program ____________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Address/Item</th>
<th>C-Cash</th>
<th>CK-Check</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To Account, Project or Activity
Receipt Number __________________________
Depositor __________________________
Date __________________________

Currency __________________________
Coin __________________________
Checks __________________________
Total Deposits __________________________

4-H Council Account Deposit

Please deposit the enclosed check _______ or cash _______

Amount __________________________
Date __________________________

To Account, Project or Activity __________________________

Source __________________________

Receipt Number __________________________
Signed __________________________
Date __________________________
Depositor __________________________

4-H Council Account Request for Check

Please draw a check in the amount of $ __________________________

Payable to: __________________________
Address: __________________________

For (item): __________________________
Attach invoice or receipt

From the Account or Fund __________________________

Date __________________________
Signed __________________________
Requested by __________________________

Check Number __________________________
Signed __________________________
Approved __________________________
tees and provides guidelines for the short-term. The finance and budget committee develops the budget in keeping with the purpose, philosophy and long-term goals of the organization, sets appropriate objectives and identifies steps to achieve them.

Since the budget establishes future expectations largely on past performance and present resources, it is provisional in nature. Unexpected circumstances such as changes in donors or expenses may affect the budget. This means that the budget must be flexible enough to reflect change without losing effectiveness in dealing with controllable events.

Specific functions of a finance and budget committee are to prepare:
* a budget for the year and a plan to manage investments for the organization.
* a report on the financial condition and financial results of the operations of the Council.
* a balance sheet.
* a regular statement of financial activities.
* a statement of changes in fund balances of the Council.
* a statement of financial activities.
* an annual audit.

5.9 Four Steps in Preparing a Budget

1. Assemble requests:
   Ask each 4-H committee to request the funds needed for its activities. The requests should list how the money will be spent, how much income is estimated from the activities and any additional amount needed from the Council.

2. Estimate Council Income:
   From records of past fund raising events, the finance and budget committee records funds raised. List similar kinds of fund raising events planned for the coming year and estimate projected income. The total estimated income is then added to the current balance in the 4-H Council’s treasury to show total estimated available funds for the coming year. Income from investments should be included.

3. Write Suggested Budget:
   Writing the budget is a matter of matching expected income to expected expenses. When all requests are in, compare the expense total to the best estimate of the Council’s income. If the estimated expense is greater than expected income, some change has to be made. Possible choices include:
   * reduce amounts being requested for some activities (check with committees).
   * suggest spending some of the Council’s savings (if available).
   * suggest a larger fund raising program (finance and budget committee should support the suggestion).

4. Approve budget:
   The final step in building a budget is for the 4-H Council to approve it. Budget approval gives the committees the authority to spend up to the budgeted amount for activities approved by the Council. It gives the treasurer authority to write checks up to the amounts stated in the budget. (Usually the president co-signs checks with the treasurer.) Committees are notified as to the approval or denial of their budget requests.
### Sample Council Budget

**Proposed 4-H Council Budget for FY 94**

<table>
<thead>
<tr>
<th>INCOME</th>
<th>ACTUAL FY 93</th>
<th>ESTIMATED FY 94</th>
<th>ACTUAL FY 95</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carry-over from previous year</td>
<td>190.00</td>
<td>360.00</td>
<td>360.00</td>
</tr>
<tr>
<td>Light bulb sales</td>
<td>400.00</td>
<td>500.00</td>
<td>465.00</td>
</tr>
<tr>
<td>Fair Concessions</td>
<td>850.00</td>
<td>900.00</td>
<td>825.00</td>
</tr>
<tr>
<td>Donations</td>
<td>900.00</td>
<td>500.00</td>
<td>750.00</td>
</tr>
<tr>
<td>Anticipated interest</td>
<td>20.00</td>
<td>15.00</td>
<td>17.25</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$2360.00</strong></td>
<td><strong>$2275.00</strong></td>
<td><strong>$2417.25</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPENDITURES</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Stipended Volunteer Expenses</td>
<td>175.00</td>
<td>200.00</td>
<td>115.00</td>
</tr>
<tr>
<td>Leader Banquet Recognition</td>
<td>25.00</td>
<td>25.00</td>
<td>25.00</td>
</tr>
<tr>
<td>Meals &amp; Travel Expense for State</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Council Training Program</td>
<td>100.00</td>
<td>75.00</td>
<td>75.00</td>
</tr>
<tr>
<td>Speech Contest</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>Music Contest</td>
<td>75.00</td>
<td>75.00</td>
<td>65.00</td>
</tr>
<tr>
<td>4-H Camp Expenses &amp; Scholarships</td>
<td>200.00</td>
<td>200.00</td>
<td>150.00</td>
</tr>
<tr>
<td>ExpoVisions Scholarships</td>
<td>300.00</td>
<td>300.00</td>
<td>240.00</td>
</tr>
<tr>
<td>4-H Awards &amp; Recognition Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>100.00</td>
<td>125.00</td>
<td>125.00</td>
</tr>
<tr>
<td>State Fair</td>
<td>75.00</td>
<td>50.00</td>
<td>65.00</td>
</tr>
<tr>
<td>Operating Funds</td>
<td>50.00</td>
<td>50.00</td>
<td>45.00</td>
</tr>
<tr>
<td>Nebraska Leader</td>
<td>50.00</td>
<td>60.00</td>
<td>55.00</td>
</tr>
<tr>
<td>Camp Scholarships</td>
<td>250.00</td>
<td>275.00</td>
<td>250.00</td>
</tr>
<tr>
<td>Resource Library and Equipment</td>
<td>50.00</td>
<td>100.00</td>
<td>75.00</td>
</tr>
<tr>
<td>Donation NE State 4-H Foundation</td>
<td>200.00</td>
<td>250.00</td>
<td>250.00</td>
</tr>
<tr>
<td>Insurance</td>
<td>250.00</td>
<td>250.00</td>
<td>242.00</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$2000.00</strong></td>
<td><strong>$2135.00</strong></td>
<td><strong>$1877.00</strong></td>
</tr>
</tbody>
</table>
COMMITTEE BUDGET REQUEST FORM

Name of Committee: ___________________________ Date: ____________________________

Project Name: ____________________________________________

Purpose of Project:

Brief Description of Project:

Committee Contact Person: _______________________________________

Phone Number: ________________________________________________

Council Liaison: ______________________________________________

Staff Contact: ________________________________________________

Budget Needed: ____________________________

Amount of request from Council ____________

Amount from Other Sources ____________________

__________________________

Total __________________

Date Money is needed: ____________________________

Income: Estimated income from the activities:

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

Expenses: Itemize how money will be spent:

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

Committee Budget Request Form Continued:

Date of Council Action_______ Your budget request was _____ Approved _____ Denied

Amount approved by Council: ____________________________

Reason request was denied:

_____________________________________________________________

_____________________________________________________________

Other Comments: ________________________________________________
5.10 Council Budget

Insert your Council’s current budget at the end of this section.

5.11 Council Budget Request Forms

Insert copies of each committee’s budget request at the end of this section.

5.12 Resource Development/Fund Raising

Money for conducting the 4-H program comes from both private and public sources. Public (tax) dollars come from federal, state and Extension sources. Extension tax funds cannot be used for ribbons, medals, certificates, cash premiums, trips, scholarships, camp facilities or camp personnel. Private dollars must be used for these purposes.

4-H Councils finance themselves with private dollars generated by money raising projects. Organizations or individuals should not ask or expect 4-H groups to sell items to benefit a specific product or individual, therefore taking advantage of the 4-H name. In certain cases, the sale of merchandise by 4-H can be a distinct community service where the product contributes to an educational program. In such cases, the Council should secure approval from the Extension office. The Extension office may consult with the Assistant Director 4-H Youth Development. (See Policy and Legislation Handout # 6.1b)

There are many ways the 4-H Council can raise private money to support the 4-H program. Vineyard and McCurley suggest that a better word for fund raising is “Friend raising.” That is good advice. Four-H is continually judged by the public based on the way we conduct business. Fund raising is an essential part of our business of “making the best better.” How we treat and work with the public to support 4-H is the image of 4-H to many.

Several things should be considered before embarking on a fund raising or “friend raising” project according to Sue Vineyard and Steve McCurley in 101 Ways to Raise Resources. Be sure that you have answers to the following questions:

1. What is the mission of the 4-H Council?
2. Who are your clients? Who do you serve? Who else benefits from this service? Who don’t you serve and why?
3. What community areas do you serve?
4. Who else does what you do or could be confused with your program?
5. How are you different from each of these groups?
6. Do you have a long-range organizational plan? Is it tied to short-term project plans? Are these plans the basis for your fund raising? Is there educational value in the fund raising?
7. Does your Council have a well-developed budgeting and accounting system?
8. How much money is needed? What type of funding is needed: general support or project funding? What is the time frame for developing new funding?
9. What resources can be allocated to fund raising: cash, extension staff, Council members, 4-H club members, parents?

Answering these questions can help you put together a more realistic and successful fund raising and ultimate friend raising plan.


5.13 Donor Lists

Recognizing all types of donors is an important part of good community relations. Keep a list of the names and addresses of all 4-H donors. Use this list to properly recognize those who support the 4-H program. Donations come in many forms in-kind contributions, such as meeting room space, place in a business to hold car washes or bake sales, public service announcements, newspaper articles; financial donations such as money for trophies, scholarships, pins; and volunteer time and expertise donations, such as help auditing Council books. All of these donations help 4-H throughout the year. A public relations committee may want to develop a way to say “thank-you” to those that give freely to 4-H. Everyone in the Council will need to help keep this list accurate as possible. It is important you not leave anyone out.

Sample Donor List:
4-H Donors FY__

<table>
<thead>
<tr>
<th>Name</th>
<th>Business/Organization</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Add the list of current donors at the end of this section.
5.14 Guidelines on Property

The 4-H Council may hold title to any property owned by the 4-H Council. This may include items such as buildings, special equipment, camp, fairgrounds, etc. To determine all legal obligations, consult with an attorney or legal advisor before acquiring such property.

Keep an inventory of all property and equipment. Establish a checkout system for equipment borrowed or used by others.

### Sample Inventory List

<table>
<thead>
<tr>
<th>Description of Item</th>
<th>Date Acquired</th>
<th>Source</th>
<th>Cost or Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Policy and Legislation

6.1 4-H Policies
    Developing 4-H Policies
    *Nebraska 4-H Policy Handbook
    Guidelines for Authorizing Use of the 4-H Name and Emblem Use
    Request Form To Use the 4-H Name & Emblem
    *Council Policy

6.2 Non-Profit Tax Status of 4-H Organization

6.3 Reducing Liability Risk in 4-H

6.4 Sample Memorandum of Agreement with County Agricultural Society/Fair Board

6.5 *Memorandum with Agricultural Society/Fair Board

6.6 Civil Rights Requirements
    Responsibility of Expansion & Review Committee
    Compliance with Civil Rights Requirements
    Non-discrimination on the Basis of Sex
    Grievance Procedure

*Insert appropriate documents at end of section.
Policy and Legislation

6.1 4-H Policies
   Developing 4-H Policies
   *Nebraska 4-H Policy Handbook
   Guidelines for Authorizing Use of the 4-H Name and Emblem Use
   Request Form To Use the 4-H Name & Emblem
   *Council Policy

6.2 Non-Profit Tax Status of 4-H Organization

6.3 Reducing Liability Risk in 4-H

6.4 Sample Memorandum of Agreement with County Agricultural Society/Fair Board

6.5 *Memorandum with Agricultural Society/Fair Board

6.6 Civil Rights Requirements
   Responsibility of Expansion & Review Committee
   Compliance with Civil Rights Requirements
   Non-discrimination on the Basis of Sex
   Grievance Procedure

*Insert appropriate documents at end of section.
6.1 4-H Policies

4-H is a public institution, funded in part by tax funds and administered by public employees in cooperation with volunteers. Thus the conduct of 4-H programs must reflect the public interest. It is the responsibility of the 4-H Council to establish policies and procedures regarding the program and to provide oversight to the manner in which 4-H is conducted in the county.

National and State Policies

Policies established at national and state levels are summarized in the "Ne-braska 4-H Policy Handbook" for use by Extension staff and 4-H Volunteers serving in decision making roles. In addition, information regarding specific aspects of the 4-H program may be covered in other publications. For example, the regulations governing the use of the 4-H Name and Emblem is provided to interpret the federal laws governing its use.

Counties have the privilege of formulating additional policies to direct local 4-H programs; however, they must be consistent with the 4-H mission and cannot contradict state or national policies.

Terms related to Policy Determination

Definition

Policy - A settled course of action upon general principles acceptable to the organization.

Rules or Regulations - To exercise, direction or influence. To govern.

Tradition - An "inherited" pattern of thought or action.

Guidelines - Suggestions, outlines or directions of possible courses of action.

Application to 4-H

Applies to the total 4-H program based and all participants, both youth and adult.

Is more restrictive than a policy. Regulations may be developed for the total program or for specific events or activities.

Gives continuity to programs but may become an obstacle to desired changes.

Recommendations for implementing a program or action consistent with policies, rules and accepted practices.

Developing 4-H Policies

The need for a policy statement usually comes when there's concern about how the 4-H 'system' is working. In contrast to a rule or regulation, a policy is a broad statement of intent. For example, "our policy is to serve all youth in the community" or "to cooperate with schools in delivering educational programs." The 4-H Council can give direction to the program with carefully developed policies.

Developing a policy statement may go like this.

1. A concern is brought to the attention of the Council. The Extension staff or 4-H volunteers ask for direction from the Council on an appropriate response.
2. The situation is discussed, additional information gathered and a search of existing policy or rules is conducted.

3. A proposed policy statement is drafted for further discussion. All participants in the program must be treated fairly and the policy must be in the best interest of the 4-H program. Be especially sensitive to policies that limit participation in a program. Policies are more positive if they enable rather than restrict. Avoid taking action to solve a personal problem that could be resolved in other ways. Will the policy serve 4-H 10 years from now as well as it appears to serve it now?

4. If the policy is of major importance or a major change, it should be reviewed by the Extension Board. Other organizations that may be affected also should review the policy.

5. The 4-H Council votes on the policy.

6. To be effective, the policy must be printed and distributed to everyone who may be affected. It is important that all policies be available to volunteers, families and others concerned. A listing of all policies in a handbook for 4-H families may be a good method to keep all informed.

7. Policy enforcement is the responsibility of the 4-H Council. The credibility of the 4-H program suffers when policies are not followed or rules disregarded.

Rules and Regulations.

Rules and regulations normally are associated with specific events, contests or organizational procedures. Follow the same process in establishing rules and regulations.

Making changes

Revising policies, rules and regulations follows the same guidelines as above.

Changes must never be made during an event or activity. Introduce changes at the beginning of the year, not after planning and participation are already taking place. If a conflict is involved, it may be well to let the situation cool before attempting to make or modify policies or rules.

Policies, rules and regulations help provide structure and harmony. As a general guideline, the fewer the better is a good practice to follow. Too many policies and rules makes it difficult for every one to be informed and difficult to enforce them fairly and equitably.

Nebraska 4-H Policy Handbook

Insert current 4-H Policy Handbook at the end of this section

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 that the Cooperative Extension Service deems to be in the best interests of the 4-H program and that can be properly controlled by the Cooperative Extension Service.

2. For services to youth that 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 or territory.
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, granting 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., that 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., that 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., that are to be offered, distributed, or sold within the specific county only.

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.

4-H Council Policy

Insert current Council Policy at the end of this section.

6.2 Non-Profit Tax Status of the 4-H Organization

Excerpts from the publication "Tax-Exempt Status of 4-H Organizations Authorized to Use the 4-H Name and Emblem"

Federal income tax exemption status for 4-H organizations is a privilege. It provides opportunities to expand 4-H programs to serve important needs of youth by enabling tax-payers - individuals and businesses - to claim deductions for contributions to 4-H.

This brochure is for use by Cooperative Extension Service personnel. It is designed to answer most questions on matters relating to -

* The tax exempt status of 4-H organizations and affiliated groups, and
* The types of contributions to 4-H that a taxpayer or donor can claim as a deduction on a Federal Income tax return.

The Internal Revenue Service (IRS) ruling letter of February 9, 1973, recognized the tax exemption status of 4-H Clubs and affiliated 4-H organizations which are organized and operated under the guidance and control of the Cooperative Extension Service. This guidance and control must be in keeping with the "Regulations Governing the Use and Authorization of the Name and Emblem of 4-H Club Work," and be in accordance with the policy statement in chapter XI, section 8.2 of the Administrative Handbook for Cooperative Extension Work.

Section 1 — Rulings and Responsibilities

1. Q. What is a 4-H organization?
   A. Any organization which functions for the purpose of furthering 4-H objectives and projects, and which has been authorized to use the 4-H name and emblem in accordance with chapter XI of
(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, 4-H Leaders Council, and so forth)

Purposes of Group:

(To carry out a 4-H Bicycle Car 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)
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, granting 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., that 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., that 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., that are to be offered, distributed, or sold within the specific county only.

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.

4-H Council Policy

Insert current Council Policy at the end of this section.

6.2 Non-Profit Tax Status of the 4-H Organization

Excerpts from the publication "Tax-Exempt Status of 4-H Organizations Authorized to Use the 4-H Name and Emblem"

Federal income tax exemption status for 4-H organizations is a privilege. It provides opportunities to expand 4-H programs to serve important needs of youth by enabling taxpayers - individuals and businesses - to claim deductions for contributions to 4-H.

This brochure is for use by Cooperative Extension Service personnel. It is designed to answer most questions on matters relating to -

* The tax exempt status of 4-H organizations and affiliated groups, and
* The types of contributions to 4-H that a taxpayer or donor can claim as a deduction on a Federal Income tax return.

The Internal Revenue Service (IRS) ruling letter of February 9, 1973, recognized the tax exemption status of 4-H Clubs and affiliated 4-H organizations which are organized and operated under the guidance and control of the Cooperative Extension Service. This guidance and control must be in keeping with the "Regulations Governing the Use and Authorization of the Name and Emblem of 4-H Club Work," and be in accordance with the policy statement in chapter XI, section 8.2 of the Administrative Handbook for Cooperative Extension Work.

Section 1 — Rulings and Responsibilities

1. Q. What is a 4-H organization?
   A. Any organization which functions for the purpose of furthering 4-H objectives and projects, and which has been authorized to use the 4-H name and emblem in accordance with chapter XI of
the Administrative Handbook for Cooperative Extension Work. This includes, but is not limited to, local 4-H Clubs: county, regional or State 4-H Councils; county, regional or State 4-H Committees; 4-H leader associations; county, regional or State 4-H Foundations; authorized 4-H camps and training centers; and funds authorized to use the 4-H name and which expend funds exclusively for 4-H purposes; and so forth.

2 Q. Are 4-H Clubs and affiliated 4-H organizations exempt from the payment of income taxes?
   A. Yes. A ruling issued to the Department of Agriculture by the Internal Revenue Service April 24, 1946, recognized that 4-H Clubs were exempt from Federal income tax under section 101(6) of the Internal Revenue Code of 1939, which corresponds to section 501(c)(3) of the 1954 Code. A ruling issued to the Department of Agriculture by the Internal Revenue Service February 9, 1973, recognized that all of the affiliated 4-H organizations authorized to use the 4-H name and emblem by the Department of Agriculture are eligible for inclusion in the original ruling of April 24, 1946. In this brochure, 4-H Clubs and affiliated 4-H organizations will be referred to collectively as 4-H organizations. (Tax-exempt status does not apply to commercial concerns issued authorization permits to produce specific items for 4-H use.)

3 Q. Are 4-H organizations private foundations?
   A. No. The ruling issued to the Department of Agriculture by the Internal Revenue Service February, 1973, stated that both 4-H Clubs and affiliated 4-H organizations authorized to use the 4-H name and emblem by the U.S. Department of Agriculture are not private foundations within the meaning of section 509(a) of the 1954 Code, because they are organizations described in section 170(b)(1)(A)(vi) of the Code. In other words, they are organizations which normally receive a substantial part of their support from a governmental unit or from direct or indirect contributions from the general public.

4 Q. Are contributions to 4-H organizations deductible by donors?
   A. Yes. The ruling issued to the Department of Agriculture by the Internal Revenue Service February 9, 1973, states that donors may deduct contributions to 4-H organizations as provided in section 170 of the 1954 Code.

5 Q. Are bequests, legacies, devises, transfers or gifts deductible?
   A. Yes. The ruling issued to the Department of Agriculture by the Internal Revenue Service February 9, 1973, provides that bequests, legacies, devised, transfers or gifts to 4-H organizations, or for their use, are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the 1954 Code.

6 Q. Are any Extension-related groups other than 4-H organizations covered by the February 9, 1973 ruling?
   A. No. Only organizations authorized to use the 4-H name and emblem are covered by the group ruling. Any other Extension-related group must deal directly with the Internal Revenue Service.

7 Q. To what organization was the ruling issued?
   A. To the U.S. Department of Agriculture.
A manager of 4-H is identified as anyone in a decision-making role for 4-H programming. Managers include Extension staff, 4-H Council members, Extension Boards and empowered volunteers designated to act on behalf of the 4-H program. Managers of the 4-H program should be aware of legal issues when using volunteers in 4-H program delivery.

The University of Nebraska maintains liability insurance. The comprehensive general liability policy includes all the premises and all the operations of the University for liability imposed by law (torts) and liability assumed by contract (breach of contract). The policy covers personal injury* arising from various aspects of coverage on a worldwide basis. Employees are added as insurers under the University policy. It also covers anyone acting for or on behalf of the University (volunteers).

New rulings will likely indicate 4-H volunteers as shared workers with county 4-H operations. Thus, no assumptions should be made that the University of Nebraska is the sole party responsible should a liability case be filed.

Two basic principles serve as a test for protection eligibility in civil action:

1. The duties fall within the scope of the position. This gives added importance to updated position descriptions and the description of responsibilities and job duties.

2. Supervisors are notified within a reasonable length of time of an action or pending action against you.

The best advice is to reduce risk where possible in planning and conducting 4-H programs.

A. Reducing Liability Risk Through "Common Sense" Measures

1. Be alert for potential dangers, i.e. guards on equipment, adequate lighting, protruding boards, slippery floors, etc.

2. Provide good orientation for volunteers who work both with youth and adults on safety practices, use of equipment etc. Document the fact that orientation was provided.

3. Provide an adequate number of chaperons or adult assistants (supervisors) when involved in activities which pose higher levels of risk - i.e. livestock judging, horse shows, woodworking training (especially when working with power tools), waterfront activities, etc.


5. Hold meetings and other activities in county facilities when practical and appropriate. Many places ask for a 'disclaimer' or 'hold harmless' statement for use of facilities. A check with your county attorney will help you determine if the statement places you at risk if you sign.

6. Make sure families (parents) of participants are aware of things you are planning to do at events and activities. If a field trip, where is it? A signed slip giving parent permission assures the parent is aware of the event and location.

B. Reducing Liability Risk by Being Familiar With Rules and Laws

1. Follow democratic organizational procedures for meetings of boards, councils and committees.

*Personal Injury Bodily injury or death, also includes false arrest, detention or imprisonment or malicious prosecution, libel, slander, defamation or violation of the right of privacy, wrongful entry or eviction or other invasion of the right of private occupancy.
2. Observe the Open Meeting Law — all Extension program-related meetings must be open to the public. (Local 4-H and service clubs are not governed by the Open Meeting Law; however, they may be challenged.)

3. Investigate local and state street trade and vending laws when conducting fund raising activities with youth or adult groups.

4. Be familiar with the tax exempt status of Extension organizations, the use of the 4-H emblem, etc.

C. Reducing Liability Risk From Work With Related Organizations (Councils, Leaders Associations, etc.)

1. Examine bylaws (constitutions, etc.). Do they clearly and concisely state organizational responsibilities? Clear organizational purpose statements are critical for setting program policy, rules, directions, eligibility of participants, etc.

2. Do bylaws clearly state length of service and responsibilities of officers and members? Most bylaws will say “elected for a 3-year term” making it nearly impossible to replace officials during that time.

3. Develop an effective committee support system, i.e. State Fair Youth Committee which meets regularly. Encourage committees to record in their minutes all actions taken.

4. Make sure articles of incorporation and bylaws comply with the state non-profit code, if you intend to be non-profit.

D. Reducing Liability Risk While Serving on a Non-profit Board

1. Be informed about the organization and be able to make informed decisions. Board members should know or have the following about the organization:

   a. Know board members and committee assignments.

   b. Have available copy of organizational charter/bylaws.

   c. Copy of the recent financial audit.

   d. Minutes of board meetings.

   e. Copy of personnel policies.

   f. Copy of accounting procedures.

   g. Update on current programs and projects.

   h. Copies of recent reports to funding sources and a list of all funding sources.

E. Reducing Liability Risk Relating to County Fairs

1. Know where the memorandum of understanding between Cooperative Extension and County Agricultural Society that identifies lines of authority is filed.

2. Four-H/youth Fair book should indicate who has control and jurisdiction of the ground and exhibitions.

3. Request a staff memoranda from County Agricultural Society fair superintendent to 4-H volunteers that identifies their roles and tasks.

4. The Fair Association (Society) (County) should write to Extension faculty describing exactly what their role at the fair is to be.

5. A disclaimer statement similar to the following in the General Rules and Regulations section on Entries should be included in the 4-H/youth Fair book:

   “Exhibitors are requested to pay particular attention to their article or animal on exhibition and at the close of the fair take charge of the same. The (Society) (County) etc., will take every precaution for their safekeeping, but will not be held responsible for any damage or accident that may occur. Exhibitors will be held responsible for any damage or accident which may be caused by their entries.”

6. Correspondence to superintendents, fair workers and volunteers with
assigned duties at the fair should come from the Fair Secretary, not Extension staff, so it is clear the responsibility lies with the Fair Secretary and not the University.

7. Incidents that could involve University people (volunteers) in liability situations should be reported to Extension Administration (supervisors) to protect and defend.

8. Encourage County Agricultural Society to include a grievance procedure policy in the 4-H Fair book.

F. Reducing Liability Risk Through Insurance Coverage

Volunteers, for the most part, are covered under the blanket UN liability policy. The following questions can help to determine additional insurance needs:

—Is there a clear risk present, either to the volunteer or to other individuals, that would justify the expenditures for insurance?

—Could the risk be reduced by other methods, such as careful selection of volunteers, improved training and more effective supervision, to a level where insurance would not be necessary?

—Does County Cooperative Extension already have a policy that provides health and accident insurance for county events, activities, trips, camps, etc.? Note: Even though this does not provide liability coverage there is less likelihood of legal actions when medical costs are provided. Low cost health and accident insurance is available on a daily basis or can be purchased by a group on an annual basis.

—Has Cooperative Extension contacted the State 4-H Department or Extension 4-H/Youth Specialist for insurance information within the last two years? Annual coverage for 4-H members and leaders may be less expensive than event coverage.

G. Reducing Liability Risk Through Good Accounting

1. Avoid the petty cash or shoe box operations.

2. If you handle funds, establish a good accounting system with appropriate checks and balances, i.e., co-signing of checks, frequent deposit of income, annual audit, etc.

3. Funds handled by associations should have a credible auditing system.

H. Reducing Liability Risk From 4-H Disciplinary Action

1. Volunteers can protect themselves by:

   a. Making sure all 4-H participants know the rules - basic rules for all 4-H events plus any specific to a given event.

   b. Using the “Buddy System” - encourage participants to take responsibility for each other.

   c. Making sure parents of participants know the rules - have both parents and youth sign a code of conduct.

   d. Reviewing rules at beginning of each activity and establishing a procedure for handling infractions.

   e. Enforcing rules consistently.

   f. Providing an opportunity for a “hearing” by an unbiased discipline committee giving offenders an opportunity to explain their actions.

2. 4-H Councils and salaried staff are held responsible for persons (volunteers) working on their behalf. Recruit good people and thoroughly train and orient them.

   Use participation forms for participants in program-related activities and events. Participation forms, while not removing liability, do show that proper planning went into an activity, alert parents to activity since their signature is required, and might dissuade some people from filing suit.
6.4 Sample Memorandum of Agreement

Nebraska Cooperative Extension
and
County Agricultural Societies
Memorandum of Understanding

THIS UNDERSTANDING, made and entered into by and between the Cooperative Extension, Institute of Agriculture and Natural Resources, University of Nebraska, State of Nebraska, and the __________ County Cooperative Extension, and the
County Agricultural Society, State of Nebraska.

WHEREAS, the Congress of the United States enacted legislation in 1914 known as the Smith-Lever Act, providing for Cooperative Extension Work; and

WHEREAS, the United States Department of Agriculture and Cooperative Extension are responsible for the authorization and uses of the 4-H emblem and/or the words "4-H Clubs" (Public Law-72-80th Congress); and

WHEREAS, By a Memorandum of Understanding between the University of Nebraska and the United States Department of Agriculture, Cooperative Extension is made the administrator of Federal and State Funds for Cooperative Extension Work within the State of Nebraska; and

WHEREAS, By Legislative Enactment, Chapter II, Art. 16, Vol 1, 1970 Revised Statutes of Nebraska, 1943, as amended, the recognized County Extension Organization is made the administrator of county funds available for Cooperative Extension work.

THEREFORE, To provide cooperative support, conduct and administer the Extension programs in 4-H and Youth; Agriculture and Natural Resources; Home Economics and Family Living; and Community Resource Development and related areas in the County of __________, The County Cooperative Extension Board of __________ County and the Dean and Director of Nebraska Cooperative Extension, mutually agree on policies and procedures outlined in the following clauses:

CLAUSE I. The
County(ies) Cooperative Extension and Nebraska Cooperative Extension mutually agree:

1. To provide administrative leadership to the 4-H and Extension Service portion of the County Fair program within the County.
2. That Cooperative Extension will provide supervision to Extension Agents operating in conjunction with the 4-H and Extension program. All such staff shall be subject to employment procedures and policies pertaining to the University of Nebraska, Cooperative Extension.
3. Cooperative Extension will supervise Extension assistants and/or aides that are employees of Cooperative Extension.
4. The program shall be in accordance with provisions of the Smith-Lever Act as amended and with state statutes authorizing Extension. The 4-H program shall be available to youth between 9-19 regardless of race, color, sex, religion, national origin, socio-economic level or handicaps.
5. The supervision and administration of the 4-H name and emblem will be in accordance with the Federal guidelines regarding use of the 4-H Name and Emblem (Federal Registry 1980).
6. To assist in providing a staff of qualified 4-H Volunteers to assist in the planning and implementation of a 4-H education program at the county fair.
7. To determine the qualifications and eligibility for 4-H participants. Prepare recommendations for classes, events and activities that will add to the learning experiences in the Cooperative Extension Service / 4-H.
8. To provide the educational program and the criteria for the programming of 4-H events, activities and contests.
9. Extension staff will represent the Dean and Director of Extension and the Assistant Director—4-H in determination and interpretation of 4-H and County Extension policies, and relationships with the County Agricultural Society; and will assist the County Agricultural Society in program development and evaluation.
10. To provide copies of County Fair Programs to the District Director as requested. To prepare and submit, through the Extension staff, to the Dean and Director, Nebraska Cooperative Extension an annual Plan of Work.
6.5 Memorandum With Agricultural Society/Fair Board

Place a copy of your memorandum at the end of this section.

6.6 Civil Rights Requirements

Responsibility of Expansion and Review Committee
(Required by Civil Rights Act of 1974, Title VI)

Civil rights legislation requires a specific plan to assure the youth program of the Nebraska Cooperative Extension is "open to all youth regardless of race, color, or national origin." We support this law and believe it to be morally supportive of the youth program. In many counties, the 4-H Council has been delegated to act as
the Expansion and Review Committee. The following statements are recorded to help 4-H Councils understand the program. The civil rights plan must assure:

1. All youth of 4-H age residing within the county have equal access to the benefits of 4-H youth programs.
2. All youth residing within any defined geographic area within a county have equal access to all Cooperative Extension 4-H youth programs and other resources.
3. All individuals residing in defined geographic areas within a county have equal access to Cooperative Extension staff and other resources useful in the development, organization and conduct of 4-H youth programs.
4. Areas not being served equally must be identified and included in established plans, procedures and goals for providing Cooperative Extension 4-H youth programs to those areas.

Expansion and Review Committee Membership Criteria:

County Extension staff must organize an Expansion and Review Committee that meets to the following membership criteria:

1. Ethnic and racial minorities are represented.
2. One-third of the membership must be teenagers.
3. 4-H leaders are represented.
4. There be representation from the 4-H Council (this may be a part of the one-third teenage youth).
5. Other individuals from the community at large should be included to balance the proportional representation of the county/area population.
6. The total membership should be able to provide a thorough knowledge of the county and its communities.

The 4-H Council may serve as the Expansion and Review Committee (E & RC) if the membership of the Council meets the criteria listed above. If the 4-H Council does not meet the E & RC criteria or function as such, then a special Expansion and Review Committee shall be established to carry out these responsibilities.

Compliance With Civil Rights Requirements

The Expansion and Review Committee shall evaluate the availability of the Extension 4-H and Youth Development program to all youth in the county according to membership, curriculum, leadership, organization and program support. The following steps will help Extension 4-H and Youth programs achieve civil rights goals.

Membership

Use an up-to-date civil rights map identifying geographic areas (such as township or school districts) with minority residents. Four-H enrollment reports require designation of integrated and non-integrated groups in mixed communities. (Refer to the USDA publication “Strengthening 4-H Programs Through Affirmative Action.”)

Inform those living in the county/area that 4-H is available to all youth regardless of race, color or national origin. This should be done through media, printed materials, at meetings, and through personal contacts by volunteers and staff.

Use contacts in the schools as a major effort to reach potential 4-H participants, especially in towns and cities.

Curriculum

Consider the following characteristics when planning experiences to meet the needs and interests of young people.
1. The different development stages of youth ages 9 to 11, 12 to 14, 15 to 17, and 18 to 19-years-old.

2. The cultural backgrounds of Black, Mexican-American, Anglo, Indian and Hispanic residents in your county.

3. Differing income levels such as those under $10,000 and those over $10,000.

4. Geographic residence representing farm or ranch, open country, towns up to 10,000, towns and cities from 10,000 to 50,000, suburbs of cities over 50,000 and central cities over 50,000. (Check statistical report.)

Leadership and Organization

Make every effort to include all ethnic and racial groups in leadership roles. Recruit minority volunteers for leadership development opportunities, membership on the 4-H Council and planning committees. Keep all parents informed of 4-H youth and adult programs.

Program Support

Make services of volunteers and Extension staff, educational materials, scholarships and other program resources available to all ethnic and racial groups.

Non-Discrimination on the Basis of Sex

TITLE IX of the Educational Amendments of 1972 prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance (4-H included). No person shall, on the basis of sex, be denied admission or be given preferential treatment. Any policy, rule or regulation may not apply differently to any individual because of actual or potential family or marital status, and shall not discriminate against or exclude any person on the basis of pregnancy or childbirth.

All 4-H groups and programs must be open to participants of both sexes. Awards and recognition must be accessible to both boys and girls. While individuals may be grouped by ability for contest purposes, to segregate boys and girls with separate awards is discriminatory.

Grievance Procedure

Grievance procedures shall be adopted and published to provide prompt and equitable resolution of complaints regarding Title VI and Title IX regulations. A task force composed of youth, volunteers, representatives from minority groups, and members of the 4-H Council or Expansion and Review Committee is an appropriate means of resolving concerns about possible discrimination.
4-H Council Review and Renewal

7.1 4-H Council Review

7.2 Review of 4-H Council Effectiveness

7.3 Evaluating the 4-H Council Organizational Structure
4-H Council Review and Renewal

7.1 4-H Council Review

7.2 Review of 4-H Council Effectiveness

7.3 Evaluating the 4-H Council Organizational Structure
7.1 4-H Council Review

Why?
All organizations need a process of review and renewal to stay in "touch with the times" and maintain vitality in serving the purpose for which they are charged. Thus, 4-H Council should periodically devote time to a review of its effectiveness and organization to determine the most appropriate model for serving the youth of the community.

Note: A review of the council operations should be distinguished from a review of educational youth programs.

When?
A 4-H Council should be reviewed every five to seven years when programs seem to be going well or at any time when symptoms of dysfunction begin to appear.

What?
Look for signs for the Council’s strengths and effectiveness.
Look for symptoms that detract from an effective organization such as:

1. Lack of participation or enthusiasm on the part of members.
2. Too much attention to trivial concerns, too little attention to major questions.
3. Lack of volunteer involvement in county level programs.
4. Lack of volunteer leadership at county or EPU level.
5. Inability to consider new programs or discontinue outdated ones.
6. Disorganized or chaotic meetings.

How?
Decide to undertake a comprehensive review of the 4-H Council and the total 4-H organization. Use one or more of the Council evaluation techniques. (See suggested questionnaires and discussion guides 7.2 and 7.3. Others are available through Extension 4-H specialists.) Review the current constitution. Does it adequately describe the manner in which the Council should operate and conduct business?

Who
Invite the participation of the district 4-H youth specialists to work with a study committee in the evaluation. The committee will be responsible for making recommendations for strengthening the 4-H Council and the 4-H organization.
### 7.2 Review of 4-H Council Effectiveness

**Information from the Minutes**

The minutes of meetings are a good source to review the activities of the Council. How much attention during the past year did the Council members devote to these functions? It is important for the Council to periodically review the full scope of their work. Is the Council devoting appropriate attention to all dimensions of the program?

**Council Rating:**

- **E** = Excellent, effectively getting the job done.
- **G** = Good, getting by, maintenance level.
- **N** = Needs improvement and strengthening.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Electing officers, orientation and training of members, appointing committees and generally getting organized. Evaluation of council effectiveness.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountability</td>
<td>Making certain 4-H is doing what it should be doing. Proper use of financial and human resources.</td>
</tr>
<tr>
<td>Situation Analysis</td>
<td>Being sensitive to what is going on in the lives of youth, leaders and parents. Working to understand their challenges and goals. Determining how 4-H can help them.</td>
</tr>
<tr>
<td>Short-Term Planning</td>
<td>Developing objectives and action plans for the year. Fine tuning repeat programs. Directing volunteer involvement.</td>
</tr>
<tr>
<td>Budgeting</td>
<td>Obtaining program resources. Allocating resources to planned programs.</td>
</tr>
<tr>
<td>Monitoring Progress</td>
<td>Analyzing minutes, reports on enrollment, activities completed. Previewing upcoming programs. Getting feedback from the staff on progress. Monitoring effectiveness of the volunteer system.</td>
</tr>
<tr>
<td>Long-Term Planning</td>
<td>Planning major programs. Making major additions or changes in the program. Responding to changing needs. Developing long-term goals and program proposals consistent with mission and needs.</td>
</tr>
<tr>
<td>Evaluation of 4-H</td>
<td>Determining how well 4-H programs are achieving the intended program's purpose. Determining how well youth, volunteers and parents are being served. Evaluating programs through surveys and impact studies.</td>
</tr>
</tbody>
</table>

Ideally how much effort should be devoted to each of the functions? Where are the major differences between the **ideal** and **actual**? Does this suggest Council goals for the coming year?
7.1 4-H Council Review

Why?
All organizations need a process of review and renewal to stay in “touch with the times” and maintain vitality in serving the purpose for which they are charged. Thus, 4-H Council should periodically devote time to a review of its effectiveness and organization to determine the most appropriate model for serving the youth of the community.

Note: a review of the council operations should be distinguished from a review of educational youth programs.

When?
A 4-H Council should be reviewed every five to seven years when programs seem to be going well or at any time when symptoms of dysfunction begin to appear.

What?
Look for signs for the Council’s strengths and effectiveness.
Look for symptoms that detract from an effective organization such as:

1. Lack of participation or enthusiasm on the part of members.
2. Too much attention to trivial concerns, too little attention to major questions.
3. Lack of volunteer involvement in county level programs.
4. Lack of volunteer leadership at county or EPU level.
5. Inability to consider new programs or discontinue outdated ones.
6. Disorganized or chaotic meetings.

How?
Decide to undertake a comprehensive review of the 4-H Council and the total 4-H organization. Use one or more of the Council evaluation techniques. (See suggested questionnaires and discussion guides 7.2 and 7.3. Others are available through Extension 4-H specialists.) Review the current constitution. Does it adequately describe the manner in which the Council should operate and conduct business?

Who
Invite the participation of the district 4-H youth specialists to work with a study committee in the evaluation. The committee will be responsible for making recommendations for strengthening the 4-H Council and the 4-H organization.
7.3 Evaluating the 4-H Council Organizational Structure

How well is your 4-H Council functioning? In order to keep the Council functioning smoothly and communicating properly it is important to occasionally evaluate your 4-H Council. Periodically take time to sit back and check out how well are you doing? Too many 'No's' on the check list below may indicate a need to take a closer look at your Council's organizational structure. Use this exercise to identify weaknesses in your Council structure and to suggest areas that will help your Council become more efficient and effective.

Please check “yes” or “no” for each of the following questions.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Does your group have a clear definition of the functions of the 4-H Council?</td>
</tr>
<tr>
<td></td>
<td>2. Has your Council identified the work to be done in your county/area?</td>
</tr>
<tr>
<td></td>
<td>3. Does your 4-H Council understand their role?</td>
</tr>
<tr>
<td></td>
<td>4. Does the 4-H Council understand the role of the Extension staff?</td>
</tr>
<tr>
<td></td>
<td>5. Is the format for selecting members based on the function of the 4-H Council?</td>
</tr>
<tr>
<td></td>
<td>6. Is there a clear process for and group involvement in recruiting new Council members?</td>
</tr>
<tr>
<td></td>
<td>7. Are new members oriented to their role and group function as they join the Council?</td>
</tr>
<tr>
<td></td>
<td>8. Is there a plan for recognition of Council members?</td>
</tr>
<tr>
<td></td>
<td>9. Is there a plan for continuing education of Council members?</td>
</tr>
<tr>
<td></td>
<td>10. Is there a plan for rotation of Council membership responsibilities?</td>
</tr>
<tr>
<td></td>
<td>11. Is there an adequate constitution and bylaws for the 4-H Council?</td>
</tr>
<tr>
<td></td>
<td>12. Is the agenda-setting plan well-established?</td>
</tr>
<tr>
<td></td>
<td>13. Is the agenda connected to the work to be done?</td>
</tr>
<tr>
<td></td>
<td>14. Are the Council members informed of agenda and receive supporting material at least five to 10 days prior to the meeting?</td>
</tr>
<tr>
<td></td>
<td>15. Is there active participation by all members, including teen members?</td>
</tr>
<tr>
<td></td>
<td>16. Is the reporting process clear to committees who should communicate to the 4-H Council?</td>
</tr>
<tr>
<td></td>
<td>17. Is the communication process clear between the 4-H Council and the Extension Office?</td>
</tr>
<tr>
<td></td>
<td>18. Do committees and active groups know when and how to request financial and other support from the Council?</td>
</tr>
<tr>
<td></td>
<td>19. Is the process for preparing the budget clear and well-established?</td>
</tr>
<tr>
<td></td>
<td>20. Is the budget communicated to all involved?</td>
</tr>
<tr>
<td></td>
<td>21. Is the process for planning events clear to committees?</td>
</tr>
<tr>
<td></td>
<td>22. Is the process for establishing the calendar of events clear and well-established?</td>
</tr>
<tr>
<td></td>
<td>23. Is the calendar printed and distributed to all involved?</td>
</tr>
<tr>
<td></td>
<td>24. Is there a process for evaluating committee work?</td>
</tr>
<tr>
<td></td>
<td>25. Is the 4-H Council involved in evaluating committee work?</td>
</tr>
<tr>
<td></td>
<td>26. Are committees involved in evaluating projects and other work?</td>
</tr>
<tr>
<td></td>
<td>27. Is there a grievance process to handle conflict within the program, particularly those related to competition?</td>
</tr>
</tbody>
</table>