

Transitioning 4-H Community Club Experiences through Targeted Volunteer Training

Masters Project Proposal

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Introduction

Here for a year, gone the next- both novice 4-H members, those in their first three years of membership, and seasoned 4-H members, those in middle school and high school with five or more years of membership, face a wide variety of challenges such as conflict with schedules, lack of family or parental support, or a general lack of program knowledge that contribute to program retention. The fluctuation of membership in youth organizations is expected, but the continual decline in 4-H membership is cause for concern. In the last seven years, Ohio 4-H community club membership has decreased by 1,875 members, and in Franklin County, community club membership has reduced by 38 members. The literature points to several reasons why membership among novice members is on the decline. Things such as displeasure with 4-H clubs, lack of understanding of the 4-H program, never feeling welcome or a part of the group, and conflicting time commitments were reasons for the decreasing retention rates (Harder et al., 2005; Harrington, Sheehan, & Blyth, 2011; Newby & Sallee, 2011). Being involved in 4-H youth development programming has proven to help youth earn higher grades in school, have an increased level of civic engagement, and encourages them to behave in less risky behavior (Lewis et al., 2018; Gill, Ewing, & Bruce, 2010)

4-H club leaders are trained volunteers who are most often the first interaction 4-H youth members and their families have with the program. Many youth thrive off the connections they make with their 4-H club leader. Often these leaders are why youth remain involved in the program because they fill a void of a caring adult in the youth's life (DeCubellis & Barrick, 2020). Youth surveyed about dropping out of the program stated that they found club meetings to be boring and their local 4-H club advisors were not offering enough project support (Ritchie & Resler, 1993). Club meetings and project work, supported by a 4-H club

leader are two key aspects of being a 4-H member. Club meetings are meant to provide youth with the opportunity for personal growth through leadership positions and mentoring roles. Having the support of a 4-H club leader is a crucial part of the 4-H experience. Because of the decline in membership, it seems that the negative first impressions outweigh the positives of gaining life and workforce development skills.

Project Objectives

1. Evaluate parent perspectives of 4-H community clubs whose child(ren) are in their first three years as a project member and plan to return to the Franklin County 4-H community club program.
2. Evaluate parent perspectives of 4-H community clubs whose child(ren) are in their first three years as a project member and do not plan to return or are uncertain about returning to the Franklin County 4-H community club program.
3. Develop appropriate volunteer resources to support a positive club environment.

Literature Review

Positive Youth Development

4-H Youth Development is an example of non-formal education that provides the opportunity for learning outside of a classroom-style setting. With differing learning styles in mind, the 4-H program uses the experiential learning model. 4-H offers youth the opportunity for hands-on, self-paced learning. 4-H members work with project helpers to complete 4-H projects for evaluation and workforce development skill growth. They also engage in community service learning projects. 4-H professionals and volunteers are challenged with providing a 4-H experience for members to expand their knowledge on subject areas of interest to them.

"Quality educational programs require participants to recall prior knowledge, introduce new knowledge, and help participants make connections between prior and new information for individual internalization" (Torock, 2009). 4-H project books help guide members through all stages of learning, from using previous knowledge on the topic to the investigation stage of learning new things, and on to the master stage where they can take their knowledge, old and new, and use it to educate others. The opportunity for self-guided learning is a significant selling point of being involved in the 4-H program. Youth like to be in control of their learning and development, and being involved in 4-H allows them that opportunity (Newby & Sallee, 2011).

To become an Ohio 4-H volunteer, those interested must complete a six-step process that includes an application, signing the Ohio 4-H standards of behavior, at least two completed references, getting a background check, completing an orientation course, and participating in an interview. During the orientation course, volunteer candidates learn about volunteer role expectations and what 4-H members expect from them. Volunteers are expected to be respectful and friendly while being fair and maintaining a sense of order during club functions.

Challenge of Retention

Studies show that novice 4-H families are not receiving effective communication from 4-H leaders, professionals, and club advisors. Families lacked a clear understanding of the goals, activities, events, and time commitment, and they were never made to feel welcome in the group (Astroth, 1985). The creation of Family Handbooks was a common thread in some research. Studies were done using the advice of current 4-H families to help develop a handbook that would be useful to new and returning 4-H families. The University of California developed a family handbook that included state-level policies, procedures, events, and other important information. It left room for counties to supplement the information with county-specific details, which helps families stay informed and understand what membership in California 4-H looks

like (Lewis, Borba, Hill, & Miller, 2019). The New Family Handbook created in Kansas included things like the purpose and goals of the program, county event, and activity information, while it also answered frequently asked questions (Astroth, 1985).

In Ohio, 4-H families and those interested have access to the Family Guide. The Ohio 4-H Family Guide is a resource that provides information related to membership and the over two hundred projects offered. The Franklin County 4-H program offers the annual Winter Project Fair, an interactive event for current and prospective families to explore completed 4-H projects through 4-H members who have had successful project evaluations at the county level. In 2021, the Franklin County 4-H Winter Project temporarily switched to a virtual platform. This online platform allowed the program to reach over 1,500 people to share information about program and club offerings and highlight current member successes.

A sense of belonging is one of the eight essential elements in youth development and is considered by some to be the most important. A University of Florida survey found that youth stay involved with 4-H because they enjoy the competitive opportunities such as project evaluations, 4-H camping experiences, interactions with friends, and interactions with caring adults (club advisors and extension professionals) (DeCubellis & Barrick, 2020). A study of college undergraduate and graduate 4-H alumni revealed that they enjoyed extrinsic motivation and competition and continued to be highly successful competitors during their college years (Forbes, 1992). Along with the competitive nature of 4-H that keeps members interested, member retention can also be linked to parent involvement in the program (Hamilton, Northern, & Neff, 2014). Much like youth sports organizations, 4-H youth development organizations rely heavily on parent volunteers to serve as club advisors, committee members, and a resource for large events. Meeks-Baney and Jones (2013) recommend working to increase parental awareness by soliciting their skills and talents for the betterment of the program. Older youth members are

often seen as leaders in their club, serving as officers or committee chairs. Studies show that 4-H club members are more likely to re-enroll in the program if they have a sense of ownership. The need for power can be satisfied through the leadership experiences and opportunities presented to 4-H youth (Gill, Ewing, & Bruce, 2010).

Why do youth choose to be involved in youth organizations? Youth have multiple things they can be involved in to enhance their personal and interpersonal development. A survey conducted in Minnesota found that "youth joined 4-H because they wanted to have fun, try new things, participate in projects and fairs, their parent/guardian signed them up for 4-H, or like the idea of doing community service" (Harrington, Sheehan, & Blyth, 2011, p.4). These reasons for involvement help 4-H professionals continue to develop programming that appeals to youth of all ages. However, the programming offered does not always meet the needs and expectations of members and their families. The same survey found that youth left the 4-H program because "they became involved in other activities and did not learn as much as they expected" (Harrington, Sheehan, & Blyth, 2011, p.5).

The challenge that 4-H professionals face is providing a positive youth development experience for all youth through their community club experience. 4-H community clubs are organized by volunteers who have developed a passion for youth development and the organization. These volunteers need access to quality training and support as they are the first level of contact with the 4-H members and their families. 4-H members need access to volunteers trained to support them through project completion and personal development opportunities. 4-H professionals must develop programming for all youth while considering their impact area. For example, it can be more challenging to maintain 4-H membership in urban areas where youth have access to more youth development organizations. Recently, Ohio 4-H has expanded its 4-H impact through Special Interest clubs or 4-H SPIN Clubs. Ohio 4-H professionals execute SPIN

clubs for a total of six hours in locations such as recreation centers, after-school programs, and even in-school classroom settings. SPIN Clubs offer youth the opportunity to focus on one topic for all six hours opening doors for individuals to continue learning outside of the club (Hogan, 2022). SPIN Clubs are making a difference in communities around the state because they are taking 4-H programming to the clientele. All things considered, a starting point for solving the issue of member retention is practical and effective volunteer training.

Parent Perspective/Involvement

While there is not much research on parent involvement and its impacts on youth membership, youth with parents who volunteer for activities are often more involved than youth whose parents do not volunteer (Hamilton, Northern, & Neff, 2014). Whether it is 4-H, Boy Scouts, Girl Scouts, or youth sports teams, most youth development organizations rely heavily on volunteers. How do those organizations recruit volunteers? Most of the time, recruiting volunteers comes from personal experiences. Parents are more likely to seek out volunteer opportunities if they have seen firsthand the organization's impacts on their children.

Studies show that children who have parents who volunteer at their school often perform better. Relationships that develop between parents and teachers have also been found to impact elementary-age students' classroom engagement and academic achievement. Likewise, positive parental school involvement has been linked to lower levels of problem behaviors for middle and high school students (Duerden, Witt, & Harrist, 2013). Getting parents involved at school is getting them involved in their children's education, which makes a positive impact. These impacts don't just happen at school; they occur in all aspects of children's lives. For example, research looking at the effects of parental support on middle-school-aged tennis players found that youth who felt their parents supported their involvement reported higher levels of enjoyment and felt more attachment to tennis than less supported youth (Duerden, Witt, & Harrist, 2013). In

structured youth programs such as 4-H, professionals use different strategies to get parents involved. Parental involvement strategies included providing direct services to parents, requiring parents to participate in take-home activities, and involving parents directly in program implementation (Duerden, Witt, & Harrist, 2013).

Parent perspective and involvement often have to do with their experiences as members or their children's experiences. In the 4-H program, community club leaders often solicit the help of parents for things like fundraisers and community service projects. That is a significant first step to getting them involved. This encourages parents to get involved and use their skills and talents to help with club activities. Often giving the parents a sense of purpose in the club will keep them engaged and continue enrollment for their child.

Volunteer Training

Continued volunteer education is a crucial element to program success. 4-H professionals use continuing education to update club leaders about all things from policy changes and new programming offered. 4-H professionals often provide training opportunities developed to assist the organizational club leader in the management practices for their club. These trainings include things like club management, leadership and membership opportunities, and communication skills (Fox et al., 2009). The demand for ongoing volunteer education opportunities is becoming a popular area of focus for 4-H professionals as the needs of members and their families continue to evolve. "Many Extension agents believe that 4-H volunteers don't want to participate in leadership development, an area that includes teaching methods, 4-H philosophy, subject matter content for projects, and child psychology (Cook, Kiernan, & Ott, 1986, p. 1). While volunteer training can seem like a daunting task for 4-H professionals, challenged with developing opportunities for all volunteers that provide useful information and are convenient to attend with busy schedules, it is imperative to program success. "Involving volunteers in a

needs/interest assessment will make them stakeholders in the leadership development process and enhance their commitment to any training programs" (Cook, Kiernan, & Ott, 1986, p. 5).

As 4-H programming evolves, 4-H volunteer education must continue to grow. 4-H professionals around the country are working to develop training opportunities for 4-H volunteers that include in-person and virtual meetings, newsletters and factsheets, and even videos that can be viewed from anywhere. "When planning development opportunities, Extension professionals should consider volunteers' training preferences" (Culp & Bullock, 2017, p. 2). 4-H professionals should consider the training topics, training location, and the importance of the information being shared when developing training. Club leaders often have schedules that make it hard to add extra trainings that may not be useful to expanding their knowledge.

Methods/Procedures

This study will gain a better understanding of the factors that affect why 4-H Youth membership is declining among first through third-year members. An evaluation of club environments and 4-H advisor preparedness is needed for 4-H professionals to change the organization's trajectory.

1. Evaluate parent perspectives of 4-H community clubs whose child(ren) are in their first three years as a project member and plan to return to the Franklin County 4-H community club program.
2. Evaluate parent perspectives of 4-H community clubs whose child(ren) are in their first three years as a project member and do not plan to return or are uncertain about returning to the Franklin County 4-H community club program.
3. Develop appropriate volunteer resources to support a positive club environment.

This evaluation instrument had a quantitative research design to allow for a deeper understanding of community club atmospheres for youth in their first three years in the 4-H youth development program at the county level. It is essential to review the needs and goals of members and their parents to ensure positive 4-H experiences for everyone involved. This study consisted of a descriptive survey for parents of members in their first three years in the Franklin County, Ohio 4-H program as a pilot for the tool. The instrument was created using the internet-based survey collection tool, Qualtrics. Parents were asked to complete a survey that highlighted questions about their perspective of their child's 4-H community club experience. The Qualtrics instrument was modeled after a 2017 survey conducted in California, Idaho, Wyoming, and New Jersey (Lewis et al., 2018). For the pilot survey, the answer selections in the instrument was based on areas of improvement for the 4-H program in Franklin County, Ohio. The information gathered from the survey was used to help guide the creation and revision of advisor training materials to help 4-H professionals work with club leaders and bridge the gap between community club atmospheres and member retention.

Project Timeline

Population

- Parents of 4-H project members in their first three years

Scope

- Parents of Franklin County, Ohio 4-H members

Curriculum

- Curriculum will be developed following the final development of the evaluation tool.
Results from the evaluation will be used to create a volunteer training guide for 4-H professionals to use following the completion of the evaluation in their respective counties.

Survey (Question topic ideas)

- Questions about personal experiences
- Why did they join
- Likelihood for returning
- COVID impact

Important Dates

- Survey Development – April/May 2021
- Survey Distribution – To Franklin County 4-H parents, October 2021
- Data Collection – Completed by October/November 2021
- Survey Adjustments – November 2021
- Share with Franklin County 4-H Professionals – December/January 2021
- Follow-up with volunteer curriculum development

Survey Results

Completed as a pilot project in Franklin County, Ohio, 4-H professionals generated a list of family contacts from the 4-HOnline database for members in their 1st, 2nd, and 3rd year(s) of participation of October 2021. The list provided 199 email address for families that would receive the evaluation. There were no undeliverable messages recorded. Families received three email reminders to encourage them to complete the evaluation and share their community club experiences. The evaluation yielded 65 responses or 32%. Of those 65, 56 evaluations stated that their member would be returning to the program and 9 shared that they were not returning or were unsure about their return. The evaluation tool did not collect any demographic information from the respondents.

Returning participants

Figure 1. Community Club Activities/Experiences

| | The educational component of 4-H is positively impacting my child(ren). | The life skills that my child(ren) are gaining are unlike any other. | My child was bored with 4-H activities. | My child didn't like 4-H project work. | My child didn't gain anything from their involvement in 4-H. | My family appreciates the opportunity to be involved in the club's decision-making process through business meetings. | We value the opportunity for hands-on creative learning. | My family was disappointed in the 4-H activities that were offered in 2021. |
|-------------------|---|--|---|--|--|---|--|---|
| Strongly Agree | 39 (70%) | 31 (55%) | 0 (0%) | 0 (0%) | 0 (0%) | 12 (21%) | 31 (55%) | 2 (4%) |
| Agree | 17 (30%) | 21 (38%) | 4 (7%) | 3 (5%) | 0 (0%) | 24 (43%) | 23 (41%) | 1 (2%) |
| Neutral | 0 (0%) | 4 (7%) | 5 (9%) | 8 (14%) | 1 (2%) | 15 (27%) | 0 (0%) | 3 (5%) |
| Disagree | 0 (0%) | 0 (0%) | 25 (45%) | 28 (50%) | 21 (38%) | 1 (2%) | 0 (0%) | 24 (43%) |
| Strongly Disagree | 0 (0%) | 0 (0%) | 22 (39%) | 17 (39%) | 34 (61%) | 2 (4%) | 0 (0%) | 24 (43%) |

N=56

Community club membership is the foundation of the 4-H program. The data shows that

100% of survey respondents agree that the educational component that the 4-H program offers positively impacted their member. While the educational opportunities are impactful, it should be noted that 7% of respondents reported that their member was bored with 4-H activities, and 5% shared that their member didn't like their 4-H project work. 4-H projects must be completed in Ohio to be considered a member in good standing, so it is important to focus attention on the feedback from members and their families related to their experience and project completion.

Figure 2. Community Club Leaders

| | The club advisor clearly communicates club deadlines. | The club advisor wasn't very helpful. | The club advisor clearly communicates club expectations. | The club leaders lacked knowledge relating to my child's project. | My family has a good understanding of the 4-H program. |
|-------------------|---|---------------------------------------|--|---|--|
| Strongly Agree | 31 (55%) | 1 (2%) | 22 (39%) | 0 (0%) | 14 (25%) |
| Agree | 18 (32%) | 2 (4%) | 21 (38%) | 3 (5%) | 31 (55%) |
| Neutral | 6 (11%) | 3 (5%) | 10 (18%) | 6 (11%) | 4 (7%) |
| Disagree | 0 (0%) | 17 (30%) | 0 (0%) | 24 (43%) | 4 (7%) |
| Strongly Disagree | 1 (2%) | 31 (55%) | 1 (2%) | 21 (38%) | 1 (2%) |

N=56

4-H community club leaders are often the families' first contact with the 4-H program. They are responsible for sharing club expectations and ensuring that 4-H families know county project completion requirements and deadlines. The data shows that some families participating in 4-H programming don't feel they are receiving adequate information and support from their club leaders. 6% of survey respondents don't feel their community club leader was very helpful and 4% believe that expectations and deadlines are not clearly communicated. Community club leaders are challenged with determining the most effective way to keep 4-H families up to date with all information, and sometimes not all communications are well-received by families.

Figure 3. Welcoming Club Environments

| | The club environment is welcoming. | My child(ren) has fun participating in 4-H activities. | My child(ren) has made new friends in the 4-H program. | My child(ren) benefits from a positive youth-adult relationship. | We didn't feel connected with other members in our club. | We value the opportunity for children to interact with one another. | My child(ren) feel like they belong in the club. |
|-------------------|------------------------------------|--|--|--|--|---|--|
| Strongly Agree | 38 (68%) | 33 (59%) | 18 (32%) | 20 (36%) | 1 (2%) | 27 (48%) | 21 (38%) |
| Agree | 14 (25%) | 19 (34%) | 21 (38%) | 30 (54%) | 7 (13%) | 24 (43%) | 24 (43%) |
| Neutral | 3 (5%) | 4 (7%) | 11 (20%) | 6 (11%) | 12 (21%) | 2 (4%) | 6 (11%) |
| Disagree | 1 (2%) | 0 (0%) | 4 (7%) | 0 (0%) | 18 (32%) | 1 (2%) | 3 (5%) |
| Strongly Disagree | 0 (0%) | 0 (0%) | 2 (4%) | 0 (0%) | 16 (29%) | 0 (0%) | 0 (0%) |

N=56

Every 4-H member and their family should feel welcome and as though they belong in a 4-H community club. The table above highlights that not all survey respondents were provided an environment that was positive and welcoming. 5% of respondents shared that their members didn't feel they belonged in their club, and 15% of members didn't feel as though they were connected with each other. 4-H community clubs should be a space where friendships and memories are made through ice breakers or other recreation activities.

Figure 4. Other Survey Questions

| | The meetings virtually/hybrid during COVID restrictions didn't meet the needs of my family. | Being involved in 4-H places a financial burden on my family. | We found another youth organization that works better for our family. | With all of our activities, it is hard to meet the meeting attendance requirements for our club. |
|-------------------|---|---|---|--|
| Strongly Agree | 10 (18%) | 0 (0%) | 0 (0%) | 2 (4%) |
| Agree | 9 (16%) | 3 (5%) | 0 (0%) | 7 (13%) |
| Neutral | 16 (29%) | 8 (14%) | 6 (11%) | 12 (21%) |
| Disagree | 8 (14%) | 22 (39%) | 25 (45%) | 22 (39%) |
| Strongly Disagree | 13 (23%) | 23 (41%) | 23 (41%) | 11 (20%) |

N=56

These four questions were provided to allow 4-H professionals in Franklin County, Ohio, to understand some of the other factors that 4-H families faced in 2021. From the data, it is easily recognizable that 4-H families didn't enjoy virtual/hybrid meetings, which is expected with the constant change of the global pandemic. Meeting attendance requirements also appear to be an obstacle for 17% of survey respondents. If 4-H members cannot attend meetings, they will not meet the criteria to be considered a member in good standing. 4-H community club leaders must work with their members to determine how to meet their needs to ensure that members can attend meetings, complete projects, and have a voice in how their club meeting work is conducted.

Unsure and Not Returning Participants Survey Results

Figure 5. Community Club Activities/Experiences

| | The educational component of 4-H is positively impacting my child(ren). | The life skills that my child(ren) are gaining are unlike any other. | My child(ren) has fun participating in 4-H activities. | My child was bored with 4-H activities . | My child didn't like 4-H project work. | My child didn't gain anything from their involvement in 4-H. | My family appreciates the opportunity to be involved in the club's decision-making process through business meetings. | We value the opportunity for hands-on creative learning. | My family was disappointed in the 4-H activities that were offered in 2021. |
|-------------------|---|--|--|--|--|--|---|--|---|
| Strongly Agree | 3 (33%) | 1 (11%) | 3 (33%) | 1 (11%) | 1 (11%) | 1 (11%) | 1 (11%) | 4 (44%) | 0 (0%) |
| Agree | 2 (22%) | 4 (44%) | 4 (44%) | 1 (11%) | 0 (0%) | 0 (0%) | 4 (44%) | 3 (33%) | 0 (0%) |
| Neutral | 4 (44%) | 3 (33%) | 1 (11%) | 3 (33%) | 5 (55%) | 2 (22%) | 3 (33%) | 1 (11%) | 5 (55%) |
| Disagree | 0 (0%) | 1(11%) | 1 (11%) | 2 (22%) | 1 (11%) | 3 (33%) | 0 (0%) | 0 (0%) | 2 (22%) |
| Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) | 2 (22%) | 2 (22%) | 3 (33%) | 1 (11%) | 1(11%) | 2 (22%) |

N=9

The 4-H community club is often the first taste of 4-H that members and families receive.

It is in the community club where they should experience the opportunity for connection with others, experience community service projects, and be provided support with project work. 1 survey respondents indicated that their member didn't like the 4-H project work, and 2 respondents reported that they were bored with 4-H club activities. Those two numbers shed some light on club members' unique needs and expectations and their families. Not everyone is going to thrive in every aspect of 4-H. Some members will love club activities like community service projects and fields trips, while others would rather do anything else. The community club leader is responsible for determining the happy medium to serve all club members.

Figure 6. Community Club Leaders

| | The club advisor clearly communicates club deadlines. | The club advisor wasn't very helpful. | The club advisor clearly communicates club expectations. | The club leaders lacked knowledge relating to my child's project. | My family has a good understanding of the 4-H program. |
|-------------------|---|---------------------------------------|--|---|--|
| Strongly Agree | 6 (66%) | 1 (11%) | 4 (44%) | 1 (11%) | 3 (33%) |
| Agree | 2 (22%) | 0 (0%) | 3 (33%) | 0 (0%) | 4 (44%) |
| Neutral | 0 (0%) | 2 (22%) | 0 (0%) | 2 (22%) | 1 (11%) |
| Disagree | 0 (0%) | 1 (11%) | 1 (11%) | 3 (33%) | 1 (11%) |
| Strongly Disagree | 1 (11%) | 5 (55%) | 1 (11%) | 3 (33%) | 0 (0%) |

N=9

Club leaders are challenged with retaining a lot of information related to their 4-H community club as well as the county and state programs that are offered. They have to determine what information is for the entire club audience and what information is for older youth or Cloverbud members. From the data, we can recognize that 7 survey respondents didn't feel as though their community club leader was able to communicate club expectations clearly. 7 respondents don't have a good understanding of the 4-H program. 4-H club leaders should consider a club orientation or a new family coordinator to provide extra support to new(er) 4-H families to help bridge the communication gaps.

Figure 7. Welcoming Club Environments

| | The club environment is welcoming. | My child(ren) has made new friends in the 4-H program. | My child(ren) benefits from a positive youth-adult relationship. | My child(ren) feel like they belong in the club. | We didn't feel connected with other members in our club. | We value the opportunity for children to interact with one another. |
|-------------------|------------------------------------|--|--|--|--|---|
| Strongly Agree | 3 (33%) | 0 (0%) | 1 (11%) | 1 (11%) | 1 (11%) | 5 (55%) |
| Agree | 4 (44%) | 4 (44%) | 5 (55%) | 3 (33%) | 2 (22%) | 4 (44%) |
| Neutral | 1 (11%) | 2 (22%) | 1 (11%) | 1 (11%) | 2 (22%) | 0 (0%) |
| Disagree | 1 (11%) | 1 (11%) | 1 (11%) | 1 (11%) | 3 (33%) | 0 (0%) |
| Strongly Disagree | 0 (0%) | 2 (22%) | 1 (11%) | 3 (33%) | 1 (11%) | 0 (0%) |

N=9

Community club members who feel as though they are connected to other club members and that they have a voice in club business will often return to the club in subsequent years. The data shows that 3 survey respondents shared that their member didn't make new friends while involved in the program. This does not mean that members didn't have friends in the club already, this data indicates that these members didn't make any new friends. 4 families shared that their member didn't feel like they belonged in the club. Responses like these should encourage the community club leader to devote time during meetings to allow for connections with other members and families.

Figure 8. Other Survey Questions

| | The meetings virtually/hybrid during COVID restrictions didn't meet the needs of my family. | We found another youth organization that works better for our family. | With all of our activities, it is hard to meet the meeting attendance requirements for our club. | Being involved in 4-H places a financial burden on my family. |
|-------------------|---|---|--|---|
| Strongly Agree | 2 (22%) | 0 (0%) | 1 (11%) | 0 (0%) |
| Agree | 4 (44%) | 1 (11%) | 3 (33%) | 0 (0%) |
| Neutral | 1 (11%) | 3 (33%) | 1 (11%) | 0 (0%) |
| Disagree | 0 (0%) | 4 (44%) | 3 (33%) | 4 (44%) |
| Strongly Disagree | 2 (22%) | 1 (11%) | 1 (11%) | 5 (55%) |

N=9

All community club members have unique needs, from how and when they can attend club meetings to their needs for support to have a successful 4-H experience. 4 survey respondents reported that it was difficult for their families to meet the club attendance requirements. Along with having difficulty meeting the attendance requirements, 6 respondents shared that their needs weren't met when their club was virtually meeting. Community club leaders are responsible for finding a club organization method that works for most of their families.

Open-Ended Survey Response Summary

Open-ended survey responses allowed 4-H families to provide more details about their experiences that supported their answers to the Likert-scale statements. Overall, program confusion, lack of clear communication, and unwelcome environments were highlighted in the survey responses. Part of being involved in a 4-H community club is navigation. As new families familiarize themselves with enrollment deadlines, project selections, club meetings and events, project completion requirements, and the project evaluation process, there is a lot to remember. Survey respondents requested things such as new family road maps and orientation sessions to help them better understand the 4-H program at both the club and county levels.

The survey responses show that families share a lot of the same frustrations with club communication and clear expectations as they conquer this new experience. The language that club leaders and 4-H professionals use to share information with club members is often not easy to understand for new(er) families. As 4-H professionals are reviewing this data, it is important to note that the experiences shared in this survey are from only a percentage of program participants. This data collection instrument was created to highlight improvement target areas, providing a starting point for 4-H community club leader training. A complete list of open-ended survey responses can be found in the appendix.

Conclusion and Discussion

Since becoming involved in the program, combatting 4-H member retention has been at the forefront of every 4-H professional and community club leader's mind. They are challenged with providing 4-H families with educational experiences and personal development opportunities. Community club leaders and professionals must address the lack

of clear communication, misconceptions about the 4-H program at the club and county level, and ensuring that all members and their families are welcomed into the club. The survey tool was developed to provide Extension professionals with the opportunity to evaluate the community club program within their county. Survey results will allow Extension professionals to conduct targeted volunteer training sessions based on the feedback received from 4-H families. Conducted as a pilot project in Franklin County, Ohio, 4-H members in their first three years in the program received invitations to participate in a survey that would provide feedback on their community club experiences.

While it is easy to focus on those members not returning or are unsure about returning to the program, it is crucial that club leaders and professionals pay close attention to the survey responses of those returning to the program. Those responses provide the opportunity for a starting point to ensure that all youth have a positive 4-H experience. Survey respondents, both returning and not returning, shared similar frustrations with needing a more open line of communication with community club leaders, such as having the ability to ask questions related to the club activities or events and projects and to seek project work help. Respondents also shared that participating in virtual 4-H club events during the Coronavirus Pandemic made it hard to connect and keep their members engaged in project work. It is information like the two statements above that community club leaders and 4-H professionals can use to understand how to improve member experiences.

Community club leaders should consider surveying their families at the beginning of each 4-H year regarding expectations, field trip ideas, and the best way to communicate club information. They should be willing to change how they work with club membership needs change. 4-H professionals should consider providing community club leaders with resources that

can be shared with all club members and their families. The resources should help bridge the gap in understanding multiple topics such as enrollment, project selection, completion requirements, and fair entry information.

Member evaluation results were broken into two main categories: those returning to the program and those not returning or are unsure about their return. Results were broken down into four sub-categories that included the community club activities and experiences, club leader evaluations, an evaluation of the club environment, and miscellaneous questions that provide extra information for 4-H professionals. Not all of the survey results were as they would be expected. The data shows that members who are not returning to the program reported that they were pleased with the activities offered in their clubs in 2021, while several returning members reported that they were not pleased with the activities. Similarly, members not returning enjoyed their 4-H project work, while 19% of returning members did not. It can be assumed that those who are not returning to the 4-H program had a better relationship with their community club leader and a more positive experience than those who are returning. This part of the data seems counter to expected results. The survey data shows a need to ensure better communication, more welcoming environments, and provide 4-H club activities and experiences that are impactful for all members.

When looking at the data from the survey, it is essential to note that members who are not returning or are unsure about their return didn't have a more negative experience than those who are returning. 4-H families, both members and parents, are often active with other activities or organizations such as sports teams, band, or even other youth organizations such as GirlScouts or Scouts BSA. There are several similarities in the data such as all members reported a lack in strong communication with their community club leader as well as a lack of a sense of

belonging in their community club. As 4-H professionals are navigating through the data, they should consider how to train and provide resources to club leaders to help bridge the gaps club members face. Note that not every 4-H member leaves the program because of a negative experience. Some likely have interests that don't align with what 4-H offers.

Providing community club leaders with the resources needed to combat retention is key for continued success, whether that is through training sessions, handouts, idea sharing sessions, or even email communication with new and innovative ways to engage members. This survey tool should be a starting point for professionals to begin an in-depth evaluation of community clubs as they work to enhance their volunteer training. 4-H professionals are encouraged to make the evaluation tool relevant to their programs to ensure impactful results. Franklin County 4-H Extension professionals will continue to improve the survey tool and create resources that can be used to supplement training opportunities as the organization moves toward creating a welcoming environment for all youth. Changes to the survey include reevaluating the questions and working to break them in categories that can be easily used to offer pre-created resources or develop new resources.

Using the resources available online or from the county Extension office is a great place to begin investigating how to change the culture of the 4-H community club. 4-H professionals and volunteers worldwide pride themselves on providing a positive youth development experience for those involved in the program. Start with evaluating the club. This can be done by club leaders, parents, and members. Club assessment tools provide different perspectives on all aspects of the club and provide a starting point for implementing change. Franklin County 4-H professionals have been working to create and revise research-based resources that will help community club leaders navigate evaluating their club and work towards a more positive youth development experience for all. All of the following revised or created resources can be found on the Franklin County Extension website.

1. 4-H Club Leader Handbook

The Club Leader Handbook was created as an information hub for community club leaders to use as they are navigating parts of the 4-H year. This handbook is provided annually to Franklin County 4-H community club leaders. Annual enrollment information can be found on pages 4-10 of the handbook. These pages provide overviews of the requirements and reminders about how to complete and submit the needed documentation. The rest of the handbook, pages 11-30, share resources for community club leaders such as club meeting layouts, officer resources, the yearly calendar, virtual meeting ideas, Cloverbud resources, and how to secure insurance for club members.

2. Helping New Families Understand the Culture of 4-H Fact Sheet (Communication)

Being a new 4-H family can be overwhelming as there is often a lot to learn and deadlines that quickly approach. Having an opportunity to meet with new families provide the opportunity for a safe space to ask questions and make connections. This factsheet was created to assist community club leaders in engaging with new families by sharing ideas such as a parent meeting, club mentor program, or hosting a new member orientation.

3. Effective 4-H Club Communication Strategies Fact Sheet (Communication)

A strong line of communication between community club leaders and their members and families is a critical part of the 4-H club experience. This resource offers ideas for forming connections with families that allow for the transparent sharing of information regarding upcoming events and deadlines. Community club leaders are encouraged to investigate which options work best for their current club population, such as emails, newsletters, group texting apps, or club social media pages.

4. New Family Coordinator Position Description (Communication)

The New Family Coordinator is a position that can be created within the club to provide a constant resource for new 4-H families as they navigate this unique experience. The position description outlines the responsibilities and expectations of the individual as they will be an important part of the new 4-H member experience. This individual serves as a liaison between the community club leader and the new family, providing availability to answer questions and assist with understanding project information.

5. Club Handbook (Communication)

The club handbook is a downloadable template that allows community club leaders to highlight important information relevant to being a member of the 4-H club. Sharing information like who the club leaders are and their roles, an explanation of club and county dues, attendance expectations, a club calendar, and brief descriptions of project work provides one location for new families as they are working to process the new information.

6. Creating a Club Google Site Video Walk-Through (Communication)

This video was created to help guide community club leaders through creating a free Google website to house club resources and information for club members and their families to access. The video walk-through website creation from start to finish while providing different options for sharing information in ways that might be appealing to club leaders.

7. Enhancement of Meetings Matter Evaluation Tool (Club Evaluation)

The Make Meetings Matter curriculum was developed by Beth Boomershine, Franklin County 4-H educator, to ensure that club meetings were effective for all members and their families. The evaluation tool provides club members and their families with the opportunity to evaluate their club meetings and experiences to make change. Using the evaluation tool

results, community club leaders can explore the available resources to help begin implementing change within their club.

8. Utilizing Club Committees (Welcoming Environment)

Efficiency during club meetings prevents boredom and keeps members engaged. Utilizing club committees provides the opportunity for a sense of belonging and allows members to have a voice in club happenings. It also ensures that meeting discussions do not last for extended periods. Committee members should be passionate about the overall committee topic and willing to work as a team to provide recommendations to all club members during business meetings.

9. Creating a 4-H Club Welcome Committee Fact Sheet (Welcoming Environment)

The club welcome committee is charged with greeting members and engaging with club members as they arrive at the meeting. This fact sheet provides a committee structure layout for the committee and comes with resource handouts that can be used prior to club meetings that encourage connection among the members.

10. Revision of Ohio 4-H Scavenger Hunt (Welcoming Environment)

The Ohio 4-H Scavenger Hunt was revised from the Making the Best 4-H Club Better 2.0 curriculum. It provides a unique opportunity for club members to explore the Ohio 4-H Family in a game format that encourages participation. This is an excellent resource for the club welcome committee.

11. Bingo Game (Welcoming Environment)

The 4-H Bingo Game was created as an opportunity for 4-H club members to get to know interesting facts about each other that will spark conversations. This is a great way for community club leaders to encourage a sense of community and friendship among members.

12. Get to Know You and Group Games (Welcoming Environment)

This list was compiled as a resource for community club leaders and recreation officers when they need "no supplies needed" engaging activities. These activities/games will provide action-packed options to create a fun and welcoming environment.

13. Icebreakers (Welcoming Environment)

This list compiles Franklin County 4-H professionals' favorite websites with unique ice breaker options to be used by community club leaders and welcome committee members. These websites are full of great ice breaker ideas that can be used at the beginning or during the meeting to encourage engagement and connection opportunities.

Recommendations

When looking at the data from the evaluation, it is clear that members in the Franklin County 4-H programming do not feel the sense of ownership and belonging in their community clubs. The Experiential Learning Model and the 4-H Thriving Model encourage 4-H professionals and community club leaders to assist 4-H members in finding their passions and exploring how completing a 4-H project can pave the way for their future. Encouraging youth to be in charge of their learning experiences provides them an opportunity for self-exploration and ownership.

4-H is an organization that prides itself on providing lifelong skills for youth to succeed in every stage of life. The foundation must be laid through nine key areas of impact to achieve this. These impact areas were selected through a thorough analysis of the data collected from the survey and as well as through conversations with community club leaders and members and their families. The Franklin County 4-H Council members provided feedback and ideas for future resource creation that would be useful for community club leaders. The resources and

recommendations have been shared with 125 community club leaders in Franklin County and are being used in their community clubs. The recommendations from this evaluation include:

1. Targeted Volunteer Training

4-H club leaders are on the front line of 4-H programming. Charged with developing a club culture that is welcoming to all, conducive to learning, and provides a positive place for personal skill development for all members. Creating this culture can be a challenge as the needs and expectations of participants vary widely. Prioritizing targeted training for club leaders broadens awareness of key areas of impact that ultimately affect member retention.

2. Orientation Opportunities

Creating a sense of community is a crucial aspect of a welcoming environment. 4-H professionals and club leaders should consider offering an orientation session for members and their families as an introduction to program offerings. County orientation should include an introduction to county professionals and an overview of offerings such as 4-H camp and the county fair or project evaluation process. Club orientation should consist of a time for leader and member introductions, club expectations, dues, important dates, and a tour of the meeting location. An orientation session presents the opportunity for connection and a safe space to ask clarifying questions.

3. Member Directed Programming

Ownership through the creation of and participation in club meetings and activities encourages continued involvement in the 4-H program. Club leaders should consider offering a suggestion board or a member survey that allows feedback on past, current, and future events. Taking ownership of their learning through educational demonstrations or field trips and providing leadership to a committee, fundraiser, or other club activity is a creative way to engage members in roles where they will thrive. Member directed learning opportunities

should be supported by the club leader and parents to help members meet their goals and ensure relevance to others.

4. New Family Road Maps

Being involved in 4-H is such a rewarding experience for all youth, but it can be overwhelming for parents or guardians to understand expectations. Club leaders and 4-H professionals should consider creating resources that explain all of the important aspects of being involved in a community club. Consider a New Family Road Map for the 4-H club, county program, and project areas such as livestock and non-livestock. This should be a detailed document that shares everything members and families need to know. For example, a livestock road map might include possession deadlines, required paperwork, required training, fair exhibition information, and contact information for the livestock committee chairs if questions arise.

5. New Family Coordinator

New Family Coordinators are approved 4-H club leaders that focus solely on bridging the gap for new(er) 4-H families as they navigate this new experience. They are responsible for staying in contact with new families sharing upcoming deadlines, project confirmations, helping them get enrolled correctly, and checking in before and after meetings to address any questions or concerns. This person should maintain constant contact with the organizational club leader and follow all program guidelines and procedures.

6. Annual Club Evaluation

Club evaluations are a powerful tool that allows for the continued growth and development of the club and its members. The opportunity to provide feedback after an experience not only help community club leaders evaluate their experience but also allows

members to reflect on their year of membership in the club. All club evaluation responses should be considered before making changes, as sometimes it is easy to become fixated on the idea of fixing each negative individually.

7. Multi-County, Regional, or Statewide Survey

4-H professionals should consider working together to complete an experience evaluation beyond their county. A multi-county, regional, or even statewide survey would allow for the collection of different experience perspectives from multiple counties. An evaluation survey is a fantastic way to collect anonymous asks for help or guidance that may not be shared otherwise. An inside look at a larger scale of 4-H experiences could be impactful as 4-H professionals work to develop or enhance program offerings and club leader support.

8. Parent Involvement

Most adults love the opportunity to become involved in the 4-H community club on some level because they are attending the meetings anyway. They are also being provided with the opportunity for networking and connection with other adults. Involving parents in club activities such as helping to organize a fundraiser, providing extra leadership for a community service project, or serving as a chaperone on a field trip will help them develop a purpose for continuing in the club. Not only does it help the organizational advisor and club leadership team, but it helps to highlight all of the moving parts that are needed to ensure club members are successful and having an enjoyable experience.

9. Curriculum Peer Reviewed and Distributed to 4-H Professionals and Community

Club Leaders

The overarching goal of this project was to create resources and curricula that could be shared with 4-H professionals and community club leaders across the nation. Having the

resources and curriculum peer-reviewed offers a level of integrity and validity to scholarly work. Users of these resources will feel more confident that they are using research-based, professionally reviewed information.

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Franklin County 4-H Member Evaluation

Q1

Franklin County and Ohio 4-H professionals work hard to ensure a positive youth development experience for all youth members and their families. One of the best ways to improve is to seek thoughts and opinions from 4-H families. To evaluate the success of providing a positive youth development experience, we are sending a questionnaire to all Franklin County 4-H families who have members in their 1st, 2nd, or 3rd year as a project member. (Project members are members who are at least 8 years old and in the third grade and enroll in an Ohio 4-H project. This does not include Cloverbuds.)

Thank you in advance for taking time out of your schedule to complete this questionnaire. Answering the questions should only take about 10 minutes of your time. Responses are requested by Friday, November 19 at 5pm.

Your completion of this questionnaire will assist in the planning of volunteer development opportunities, along with reporting the impacts from this year. Results will be available upon request. If you have any questions throughout the process, you may contact Rachel Stoneburner at Stoneburner.31@osu.edu or 614-292-9777 or her advisor, Dr. Jeff King, at King.20@osu.edu or 614-247-5034.

Sincerely,
Rachel Stoneburner
Program Coordinator
4-H Youth Development

Page Break

Q3 How many of your children enrolled in 4-H in 2021?

☐ 1 (1)

☐ 2 (2)

☐ 3 (3)

☐ 4 (4)

☐ 5 (5)

☐ 6 (6)

☐ 7 (7)

Page Break

Display This Question:

If How many of your children enrolled in 4-H in 2021? != 1

Q16 How many of your children were in their 1st, 2nd, or 3rd year of the 4-H program as a project member. (Project members are members who are at least 8 years old and in the third grade and complete an Ohio 4-H project. This does not include Cloverbuds.)

- ☐ 1 (1)
 - ☐ 2 (14)
 - ☐ 3 (9)
 - ☐ 4 (10)
 - ☐ 5 (11)
 - ☐ 6 (12)
 - ☐ 7 (13)
-

Q2 Does your family plan to participate in Franklin County 4-H in 2022?

- ☐ Yes (1)
 - ☐ No (2)
 - ☐ I am unsure (3)
-

Page Break

Q13 Read each statement and select the response that is most compatible with your 4-H Community Club experience.

| | Strongly Agree (1) | Agree (2) | Neutral (3) | Disagree (4) | Strongly Disagree (5) |
|--|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------|
| The club advisor clearly communicates club deadlines. (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The club environment is welcoming. (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The educational component of 4-H is positively impacting my child(ren). (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The life skills that my child(ren) are gaining are unlike any other. (15) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My child(ren) has fun participating in 4-H activities. (16) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The meetings virtually/hybrid during COVID restrictions didn't meet the needs of my family. (43) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My child(ren) has made new friends in the 4-H program. (17) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

My child was
bored with 4-
H activities.
(44)

☐☐☐☐☐

My child(ren)
benefits from
a positive
youth-adult
relationship.
(18)

☐☐☐☐☐

My child didn't
like 4-H
project work.
(42)

☐☐☐☐☐

My child didn't
gain anything
from their
involvement in
4-H. (20)

☐☐☐☐☐

Being
involved in 4-
H places a
financial
burden on my
family. (22)

☐☐☐☐☐

Page Break

Q20 Read each statement and select the response that is most compatible with your 4-H Community Club experience.

| | Strongly Agree (1) | Agree (2) | Neutral (3) | Disagree (4) | Strongly Disagree (5) |
|--|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------|
| The club advisor wasn't very helpful. (23) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My child(ren) feel like they belong in the club. (43) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My family appreciates the opportunity to be involved in the club's decision-making process through business meetings. (44) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We didn't feel connected with other members in our club. (25) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The club advisor clearly communicates club expectations. (42) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We found another youth organization that works better for our family. (27) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We value the opportunity for hands-on creative learning. (41) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

The club
leaders lacked
knowledge
relating to my
child's project.
(30)

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

We value the
opportunity for
children to
interact with
one another.
(31)

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

With all of our
activities, it is
hard to meet
the meeting
attendance
requirements
for our club.
(32)

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

My family has
a good
understanding
of the 4-H
program. (33)

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

My family was
disappointed
in the 4-H
activities that
were offered
in 2021. (34)

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Page Break

Display This Question:

If Read each statement and select the response that is most compatible with your 4-H Community Club... = The club advisor wasn't very helpful. [Strongly Agree]

And Read each statement and select the response that is most compatible with your 4-H Community Club... = The club advisor wasn't very helpful. [Agree]

Q6 You indicated that you didn't feel like your club leader was very helpful. Please share how they could have been more helpful.

Display This Question:

If Read each statement and select the response that is most compatible with your 4-H Community Club... = We found another youth organization that works better for our family. [Strongly Agree]

And Read each statement and select the response that is most compatible with your 4-H Community Club... = We found another youth organization that works better for our family. [Agree]

Q18 You indicated that your family found another youth organization that is a better fit. Please list the organization and share why your family chose to join.

Display This Question:

If Read each statement and select the response that is most compatible with your 4-H Community Club... = My child didn't like 4-H project work. [Strongly Agree]

And Read each statement and select the response that is most compatible with your 4-H Community Club... = My child didn't like 4-H project work. [Agree]

And Read each statement and select the response that is most compatible with your 4-H Community Club... = My child didn't like 4-H project work. [Neutral]

Q19 You indicated that your child(ren) did not like their 4-H project work. Please explain why.

Page Break

Q15 Would you recommend Franklin County 4-H to a friend?

- ☐ Yes (1)
- ☐ Maybe (2)
- ☐ No (3)
-

Q7 What did you like best about 4-H?

Q8 What did you like least about 4-H?

Q5 Franklin County 4-H strives to improve member experience. What suggestions do you have to make 4-H a better experience in the future?

End of Block: Default Question Block

Start of Block: Block 1

Q9 Please share any other comments you may have about your 4-H experience:

End of Block: Block 1

Key Statements from Survey

Members Returning to the Program

- Getting yelled at by the club advisor in front of my entire family and several other 4h advisors at county fair for not knowing what the project diorama room for all the clubs was, or that my kid was supposed to contribute something to the club area. How am I supposed to know? I was not told and I'm not psychic. Awful. Barbaric. Advisors need to be reminded that people who kids joined right before covid had never been to fair before. It was really, really horrible, and offensive to be yelled at like that. We are obviously looking for a new club.
- The project books are unrealistic for some of the activities in them. Taking certain pets outside the home can be very stressful for them. But the project books with these types of unrealistic projects are required to be filled-out for judging.
- Feeling like you have to be born into it to understand all that is going on and expected. The lack of adherence to recommended covid mitigation at fair and other events, seeing that folks weren't masking even in crowds we didn't feel like it was safe for the unvaxed kids to attend in person events anymore. It felt like one thing was being said and another was being done.
- The entire 4-H process is really confusing. Not just the projects, but the annual registration to 4-H and everything that is necessary to be involved. The web-based platform they use is really difficult to navigate, and it seems like there has to be a simpler option. I also wish that more kids knew about all the different options available in 4-H. Many of my son's peer-families still think it's all about agriculture. Agriculture is great, but there's so much more.
- This last year was difficult because of virtual meetings, which are not a good fit for my children. In general, the lack of communication within the program is something that could use improvement. Many new members don't know what they are signing up for, don't understand the rules, and clubs have no uniform way of explaining them. It took me years to figure out what we were doing and am still learning. I would recommend every new 4H child (and parent) have an orientation class or handbook to use, which could explain everything up front.
- Confusing as a new member. Had no idea what was going to happen. Need a new member road map of sorts.
- It was hard as a new family to understand everything that was being discussed. We had to meet with the leader separately in order to understand some of the nuances they were referring to during the meeting. Our daughter did not know that we had to turn the project book in by a deadline, and she thought that she could turn it in at the beginning of the fair. So, it was unfortunate because she knows I did not get credit for that. If there was an email reminder a week before from the leader that would've been helpful and maybe she sent it and I didn't see it.

- Having more opportunities to serve and meet other children their age. The clubs can be clique-ish and make it harder for kids to socialize, especially during Covid. They really enjoyed the fair activities and the social, just wish they were more opportunities like that.
- An FAQ sheet that is generated by people who are new to 4-H rather than by people who have been around a long time. It seems that people who have been there and involved cannot quite walk in the shoes of someone who is there for the first time.
- I would love to see families helping each other more with projects, learning opportunities and field trips. If one family is working on a robotics project and finds a great class, or resource I wish we had a place to share this with others in the county. Or if there was a family who could offer a class or experience related to a project, we would have a place to share that easily.
- Perhaps mentors for first year members? Or a point of contact specifically for those going through it for the first time.

Members Unsure or Not Returning to the Program

- Our advisor was an absolute nightmare. Unorganized. Poor communication did not run the club the way it is intended. There were no financial reports. No idea where club money went. Very little education for the kids.
- We were in complete support of virtual meetings last year, but it did make it feel like we were in 4-H in our own. Everyone in the club was very nice but there didn't seem to be younger members who were my daughter's age.

There were very few people in our group. Mainly adults on the zoom meetings made it uncomfortable for my child.

- If transportation was provided, we could do more.
- Our group meeting only had 5 families (2 group leaders and 3 families). Our group leader didn't live in our community anymore, so that felt distant and unrelatable. We weren't aware of this until a few meetings into it. I guess she had children who were involved but we never saw them online. We were looking for people who live in our own community with similar age group. Our group felt like it was only for elementary age. Doing meetings over zoom was understandable but distant feeling considering we were new. I grew up in scouting, not 4-H, so I had to do a lot of reading and research on my own to truly understand 4-H offerings. My child became quickly bored during our meetings because it was mainly adult talk.
- I would like my child to pursue the program, but she was quickly bored and felt distant from it. It didn't feel like "community".

4-H**Club Leader****Handbook****Franklin****County**Getting
Started

Enrollment

Club
Meetings

Planning

Resources

Notes

Appendix

**THE OHIO STATE UNIVERSITY**COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES**FRANKLIN COUNTY**
franklin.osu.edu

CFAES provides research and related educational programs to clientele on a nondiscriminatory basis. For more information, visit cfaesdiversity.osu.edu. For an accessible format of this publication, visit cfaes.osu.edu/accessibility.

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Created By: Beth Boomershine
Extension Educator,
4-H Youth Development
Franklin County

Rachel Stoneburner
Program Coordinator,
4-H Youth Development
Franklin County

Updated 1-2021



A Message From Your Professionals

Dear 4-H Volunteer:

It is our hope that you will find much of the information needed for a successful 4-H club year in this handbook. We know that being a club leader often seems like a difficult and thankless task. Please know that we greatly appreciate all of the hard work and dedication that you put in to make your club successful. You truly are setting our future generation up for success!

Along with the information in this handbook, on our website, and in the 4-H app, your Franklin County 4-H professionals are only a phone call or email away. We are here to help you, answer your questions, and support your work.

Sincerely,



Beth Boomershine
Extension Educator,
4-H Youth Development



Rachel Stoneburner
Program Coordinator,
4-H Youth Development



Annual Volunteer Requirements

1. 4-HOnline Enrollment

In order to be considered a volunteer in good standing you must re-enroll in the 4-HOnline database every year. www.oh.4honline.com

2. Standards of Behavior Signed (4-HOnline)

These Standards of Behavior are accepted by volunteers who commit to an Ohio State University Extension ("OSUE" or "Extension") program as a condition of their volunteer status. The Standards of Behavior shall guide volunteer's behavior during their involvement in Extension programs. Just as it is a privilege for Ohio State University to work with individuals who volunteer their time and energies to the organization, a volunteer's involvement with OSUE is a privilege and a responsibility, not a right.

OSUE provides quality educational programs accessible to all Ohio citizens. The primary purpose of this Standard of Behavior is to ensure the safety and well-being of all Extension program participants (i.e., members, their parents and families, professionals, and volunteers). Volunteers are expected to function within the guidelines of OSUE and the individual program area (4-H, Agricultural & Natural Resources, Family & Consumer Sciences, and Community Development). Extension volunteers shall act with personal integrity.

3. Protecting Minors from Abuse Training (Policy 1.50)

Volunteers working with minors entrusted to the university's care play an important role in protecting minors from abuse.

The purpose of this policy is to promote the safety and welfare of minors who participate in these activities and programs. To support the protection of minors, this policy outlines what is required of personnel and volunteers who work in activities and programs with minors and informs individuals of their reporting obligations in instances of known or suspected abuse or neglect of minors.

Policy Requirements:

- Individuals working in 4-H activities and programs must receive training annually, know reporting obligations, and sign standards of behavior, all of which are included here; and
- Those with care, custody, or control of minors must successfully complete a background check every four years.

The policy includes an important focus on reporting obligations in instances of known or suspected abuse or neglect of minors.



2021 Enrollment To-Do List

To-Do List must complete by April 1, 2021!

All members and volunteers enroll online

Club Charter Checklist – signed & submitted

Activity Fee Checklist and Fees submitted

Completed horse forms turned in

- Franklin County Ag. Society Release
- Horse ID Form
- Horse Lease Paperwork

Project Book Order Form

Annual Volunteer Training

☐☐☐☐☐☐☐☐☐☐☐☐

Charter Checklist

- 4-H National Headquarters and Ohio 4-H Youth Development require that all clubs be chartered.
- Complete the checklist to determine whether your club has met the Ohio 4-H Club charter requirements. This checklist will be reviewed by your County 4-H Extension Professional. Chartered 4-H clubs are permitted to use the 4-H Name and Emblem according to 4-H National Headquarter guidelines. Clubs that meet these minimum requirements will be granted/continue a charter. The charter checklist must be reviewed every year to assure a club's continued compliance with the 4-H Club criteria.

OHIO STATE UNIVERSITY EXTENSION

2021 Ohio 4-H Charter Checklist

4-H National Headquarters and Ohio 4-H Youth Development require that all clubs be chartered. Please complete this checklist to determine whether your club has met the Ohio 4-H Club charter requirements. This checklist will be reviewed by your County 4-H Extension Professional. Chartered 4-H clubs are permitted to use the 4-H Name and Emblem according to 4-H National Headquarter guidelines. Clubs that meet these minimum requirements will be granted/continue a charter. The charter checklist must be reviewed every year to assure a club's continued compliance with the 4-H Club criteria.

EIN # _____ (9 digits)

Name of 4-H Club _____

Name of Contact Advisor _____

Address of Contact Advisor _____

| Criteria - Advisors to mark (x) the appropriate box: | Requirements Met | Not Met |
|---|------------------|---------|
| All of our adult club volunteers are approved through the Ohio 4-H Volunteer Selection Process. | | |
| Our 4-H club has at least five youth members from three different families. | | |
| The name of our 4-H club was approved through the County Extension Office. | | |
| Our club plans to conduct a minimum of six regular club meetings per year. | | |
| Our club has a current 4-H club constitution. | | |
| Our club has elected officers. | | |
| Our 4-H club agrees to provide a welcoming and safe environment for all club members. | | |
| Our 4-H club plans a series of experiential learning experiences for club members. | | |
| Our 4-H club agrees to follow all national, state and county 4-H policies and procedures. | | |
| Our 4-H club agrees to follow the national and state 4-H guidelines for the use of the 4-H Name and Emblem. | | |
| Our club agrees to follow national and state 4-H guidelines for fundraising. | | |
| Our club agrees to submit the Ohio 4-H Yearly Financial Summary at the end of each club program year. | | |

ohio4h.org

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Circle One

Charter Granted ☐ Charter Denied ☐

Revised 10/19/17



Minimum Guidelines

All 4-H clubs should strive to meet minimum guidelines; a standard intended to encourage excellence and continuity among Franklin County 4-H Clubs. These guidelines, set forth by the OSU Extension, Franklin County 4-H Youth Development Program, give 4-H clubs a tool by which to measure their annual performance as well as a list of suggested activities to include as part of their 4-H program plan.

MINIMUM GUIDELINES FOR A 4-H CLUB

- ☐ A membership of five or more Cloverbuds/members and one or more adult advisors. This is a suggested minimum. This minimum does not apply to a 4-H Family Unit that may have as few as one member.
- ☐ Hold at least six meetings per year that include education, business, citizenship, social, health, safety, environmental, and leadership components.
- ☐ Elect officers. Election of officers is strongly encouraged to teach parliamentary procedure and to provide a leadership opportunity to members. However, some club's membership may choose not to have officers.
- ☐ Conduct one health and one safety program during the year or give short health and safety talks at a minimum of six 4-H meetings.
- ☐ Participate in at least one community service project.
- ☐ Complete at least three of the following:
 - A. All club members gave a demonstration, talk or speech at the club level.
 - B. One or more members participated in county 4-H evaluations and/or Junior Fair.
 - C. Held a meeting emphasizing county and state 4-H awards.
 - D. Held a meeting emphasizing camping opportunities.
 - E. Held a meeting emphasizing county and state leadership opportunities.
 - F. Club participated in a group 4-H project.
 - G. Recruited three or more new 4-H members.
 - H. Held a club 4-H recognition program.
 - I. Conducted a 4-H awareness program to increase 4-H's visibility



Activity Fees

Each 4-H Cloverbud and project member pays a county 4-H activity fee. The cost is \$20.00 for all Cloverbuds and project members. The 4-H Council and the Extension office will use the fee to help offset printing, educational program supplies, and award costs for the 4-H program. The organizational advisor is to collect and submit the county activity fee with their 4-H club enrollment by April 1, 2021.

The image shows a 'Franklin County 4-H 2021 Activity Fee Checklist' form from Ohio State University Extension. The form includes fields for 'Club Name' and 'Organizational Advisor'. It contains a detailed explanation of the \$20.00 activity fee and instructions for submission. A table for listing members is partially visible, with columns for 'Cloverbud Member or Project Member Name' and a numbered list from 1 to 7. A calculator is placed over the bottom right of the form, showing the number 20 on its display.

OHIO STATE UNIVERSITY EXTENSION

Franklin County 4-H
2021 Activity Fee Checklist
(For 4-H Club Advisors)

Club Name: _____

Organizational Advisor: _____

Each 4-H Cloverbud and project member pays a county 4-H activity fee. The cost is \$20.00 for all Cloverbuds and project members. The 4-H Council and the Extension office will use the fee to help offset printing, educational program supplies, and award costs for the 4-H program. The organizational advisor is to collect and submit the county activity fee with their 4-H club enrollment by April 1, 2021.

PLEASE SUBMIT ONLY ONE CHECK PER CLUB MADE PAYABLE TO:
OSU EXTENSION, FRANKLIN COUNTY

NO CASH: PLEASE WRITE A SEPARATE CHECK FOR PROJECT

| | Cloverbud Member or Project Member Name |
|---|---|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |

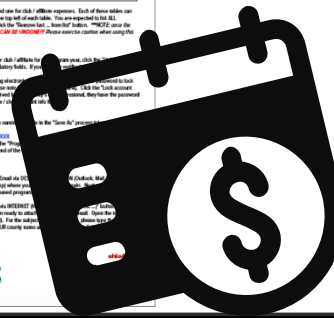
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AND ENVIRONMENTAL SCIENCES



Club Finances

Accurate financial management is critical for Ohio 4-H clubs regardless of the amount of money or its intended purpose. The establishment of checking accounts is a recommended practice for 4-H clubs that collect money and pay bills. The following practices should be utilized by all 4-H clubs.

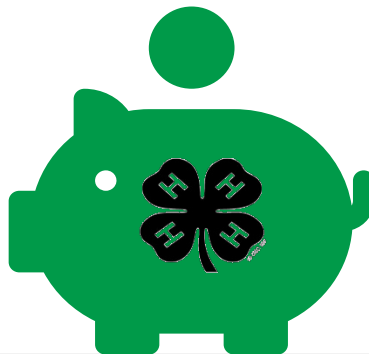
- 4-H club checking accounts should be established in the club name, not an individual's name nor in Ohio State University Extension's name.
- A minimum of two signatures should be required to write a check. Under guidance from adult volunteers, a suggested practice for checks is to have the treasurer and secretary as signatories.
- Each 4-H club opening a checking account is required to have its own IRS identification number (Employee Identification Number - EIN).
- Bank statements should be sent to a 4-H club advisor, or someone who does not have authority to sign checks. After review (i.e. correct number of deposits, checks, & balance) statements should be given to treasurer and included in the official records. If possible, 4-H clubs should request actual cancelled checks from their bank.

[illegible]

Club Finances Continued

- Bills should be approved for payment by the 4-H club members before checks are written. When a check is written, it should be correctly recorded in the Treasurer's records and Secretary's minutes. The Treasurer should keep copies of documents supporting expenditures (cash register receipt, invoice, etc.).
- All income should be documented by prenumbered receipts, with appropriate copies kept with the Treasurer's records. All income should be deposited in the club's checking account as soon as possible upon receipt. The local Extension office SHOULD NOT receive cash or checks for the Club.
- The Treasurer must keep accurate records and report the status of the treasury at each meeting. The Secretary's minutes should reflect financial actions and/or account balances. This should be done for each business meeting.
- The club treasury should be audited annually and prior to a new treasurer assuming office. The President should appoint a committee from the club, made up of persons not directly associated with the Treasurer. The OSU Extension office has the authority to ask for a club's financial statement that itemizes receipts and expenses and copy of the audit.
- The Franklin County Extension Office files a Form 990-Series return with the Internal Revenue Service annually. The club advisor should not file a 990N on behalf of the club.

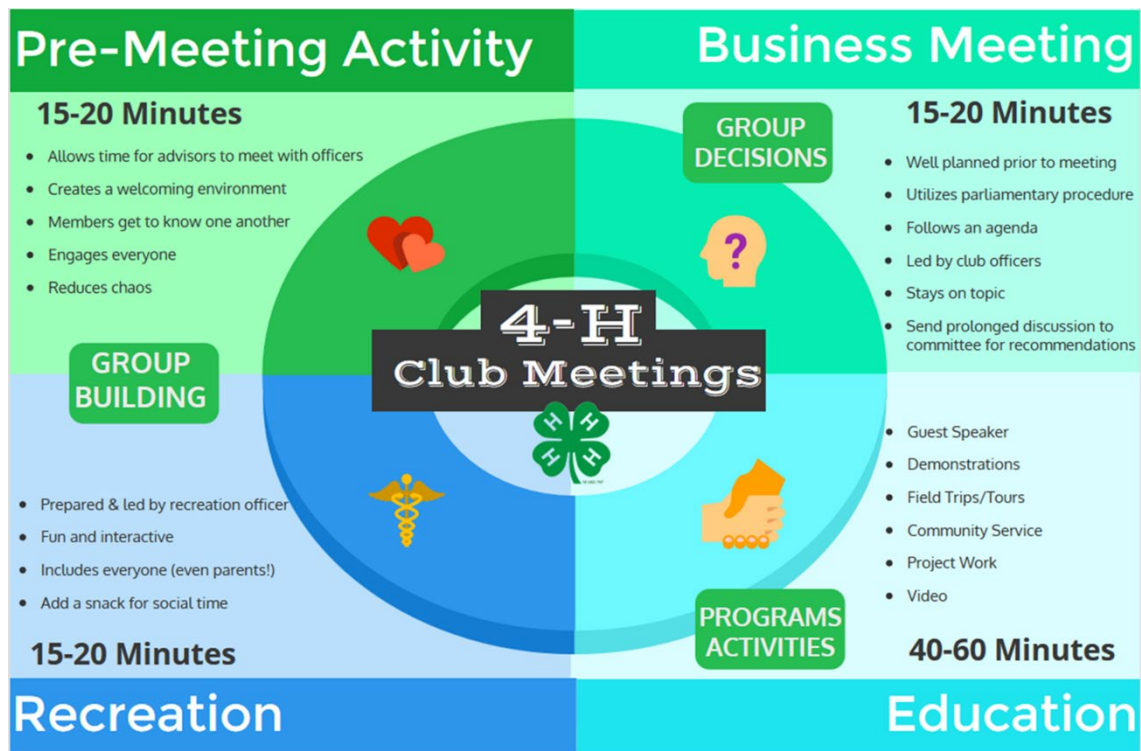
The Ohio 4-H Financial Summary must be completed and submitted to the Franklin County Extension office by January 31, for the previous year.



Club Meetings Matter

All club meetings should last less than two hours and contain all four components of the graphic below.

Other resources for improving your club environment can be found by visiting go.osu.edu/meetingsmatter



Club Meetings Matter

Club Officers are elected annually to lead 4-H Club Meetings. Officer positions should include:

- President
- Vice –President
- Secretary
- Treasurer
- News Reporter
- Health Officer
- Safety Officer
- Historian
- Recreation Leader
- Community Service
- Environmental



Franklin County

2021-2022 4-H Calendar

| January 2021 | | | | | | |
|--------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
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| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| February 2021 | | | | | | |
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| March 2021 | | | | | | |
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| April 2021 | | | | | | |
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| May 2021 | | | | | | |
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| June 2021 | | | | | | |
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| July 2021 | | | | | | |
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| August 2021 | | | | | | |
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| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| September 2021 | | | | | | |
|----------------|----|----|----|----|----|----|
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| October 2021 | | | | | | |
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| November 2021 | | | | | | |
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| December 2021 | | | | | | |
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| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

- 4-H Council Meetings
- Junior Fair Board Meetings
- Horse Committee Meetings
- Livestock Quality Assurance
- TBD Walk & Serve, Clover 5k
- Advisor Enrichment Nights
- Horse Clinic
- Livestock Evaluations

- Senior Fair Board Meetings
- Camp Counselor Meetings
- 4-H Camp - 4-H Camp Ohio
- CARTEENS
- Countywide 4-H Meetings
- Ohio State Fair
- PAS Horse Shows
- Dog Show - July 9 & 10

- Franklin County Fair
- Teen Leaders Council Meetings
- Horse Safety and Ethics
- New Volunteer Orientation
- Enrollment Deadline
- Achievement Form Deadline - Jan. 20
- Pre-Fair Horse Grading
- Cloverbot Challenge - June 26



Franklin County 4-H Virtual Club Meeting Help Sheet

What's happens at a virtual club meeting?

The elements of a virtual club meeting are very similar to an in-person club meeting. All four of the main components should be addressed in every virtual meeting.

• Pre-Meeting Activities

- As members are joining the virtual meeting, keep the atmosphere upbeat and welcoming. This could include playing fun music or assigning an advisor or older member the role of greeter.

• Business Meeting

- Keep the business portion as short as possible to maintain member engagement and avoid boredom. If important decisions need to be made, use the breakout rooms or have committees meet at separate times.

• Education

- Try to keep the education portion inclusive so that members can participate. Things like guest speakers, virtual field trips, and project demonstrations are encouraged.

• Recreation

- This is portion of your virtual meeting is arguably the most important part. Members need the opportunity to socialize and take part in fun activities. This will help ensure they will remain interested in club activities.

go.osu.edu/meetingsmatter



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Visit: go.osu.edu/virtualhelpsheet for links to these resources.



Task-Oriented Programs for Committee Work

- **Slack** is a free collaboration program that divides work into channels, allows for video calls and instant messaging. It is available on laptop/desktop computers and mobile devices. Find it at: Slack.com
- **Trello** is a free collaboration program available on laptop/desktop computers and any mobile device. Find it at Trello.com
- **Google Drive** can be used collaboratively by sharing files between members. A Gmail account is required. Find it at Drive.Google.com



Virtual Recreation Resources

Mentimeter [mentimeter.com](https://www.mentimeter.com) (requires a second device)

- An easy-to-use presentation software used to create fun and interactive presentations. This tool engage participants in word clouds, quizzes, and contests. Along with recreation, clubs can use this tool to vote on things such as t-shirt design or colors.



Mentimeter



Kahoot! [kahoot.com](https://www.kahoot.com) (requires a second device)

- Kahoot! is a game-based learning platform that makes it easy to create, share and play learning games or trivia quizzes in minutes. Clubs can use Kahoot! to vote on club decisions or play a trivia game amongst members.

Jeopardy [jeopardylabs.com](https://www.jeopardylabs.com)

- Jeopardy Labs allows you to create a customized jeopardy template. The games you make can be played online from anywhere in the world. Building your own jeopardy template is easy. Just use the simple editor to get your game up and running.



Escape Rooms



- An easy-to-use google survey that your club members can work through together. There are several options that are available free, just search them on google.
 - Harry Potter
 - Greek Mythology
 - Space
 - Animal

Family Feud Download Family Feud

- An easy to edit PowerPoint presentation that can be played in multiple different ways to encourage members engagement. Just follow the link above to download the presentation.



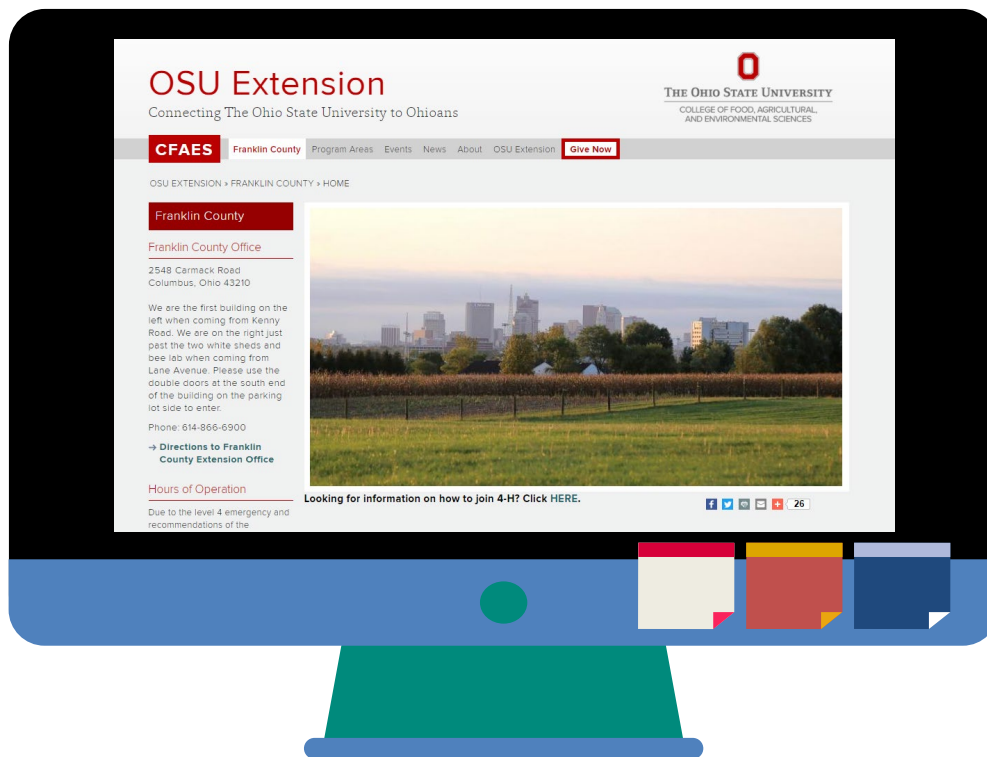
CFAES provides research and related educational programs to clientele on a nondiscriminatory basis. For more information, visit cfaesdiversity.osu.edu. For an accessible format of this publication, visit cfaes.osu.edu/accessibility.

Visit: go.osu.edu/virtualhelpsheet for links to these resources.



Get the Latest 4-H Info on...

- On our website
Franklin.osu.edu
- In our App
Search Franklin County
4-H in the App Store or
Google Play



Cloverbud Resources

4-H Cloverbud Connections

Subscribe to this very informative electronic newsletter with great activities and guidance on leading Cloverbuds. You can also search archived newsletters.

<https://u.osu.edu/cloverbudconnections/>

Time Capsule Activity

This activity can be used at a meeting early in the year to help Cloverbuds process the unusual circumstances that they experience in 2020.

<https://ohio4h.org/sites/ohio4h/files/imce/Families/2020%20Cloverbud%20Time%20Capsule.pdf>

Click It, Print It, Do It Website

Cloverbud volunteers can access over 30 on-line, printable lessons that are fun and challenging for Cloverbud members. Topics range from recycling and community service to exercise and gardening.

<https://ohio4h.org/volunteers/cloverbud-leaders/click-it-print-it-do-it-activity-pages>

The Big Book of 4-H Cloverbud Activities

This classic includes hundreds of activities for 4-H Cloverbuds in lots of topic areas.

Free Version: <http://go.osu.edu/CloverbudBigBook>

Ohio 4-H Cloverbot Challenge

The Ohio 4-H Cloverbot Challenge gives 4-H Cloverbuds the opportunity to work cooperatively in teams to problem-solve using STEM skills. A new theme is selected each year and teams research a topic, build a working model of their solution to the Challenge issue and create a poster to illustrate their findings. The annual challenge is posted to the website each year sometime in January.

<https://ohio4h.org/families/cloverbuds/cloverbot-challenge>

Bioenergy Curriculum

This web-based resource will help our next generation of leaders develop an awareness and appreciation for a sustainable energy future. It is leader-directed curriculum, targeting 4-H Cloverbuds. Each curriculum piece contains about nine educational activities.

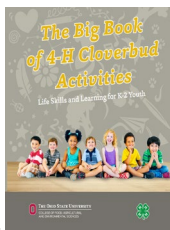
- [Bioenergy Sources \(PDF\)](#)
- [Bioenergy Conversion \(PDF\)](#)
- [Bioproducts \(PDF\)](#)

Other Information for Cloverbud Leaders

- Get other information and ideas from the Ohio 4-H Cloverbud Leader Page
- <https://ohio4h.org/forcloverbudleaders>

Other Cloverbud Resources from Extension Publications

<https://extensionpubs.osu.edu/>




Insurance

American Income Life offers accident insurance coverage for both clubs and events. The club can purchase the AIL insurance with club funds. This insurance is secondary to the parents' insurance. It is not liability insurance.

<https://www.aillife.com/specialriskdivision>


What is the difference between accident and liability insurance?

- Accident Insurance may cover injuries or illness incurred while participating in a 4-H event or activity. To receive coverage, accident insurance must be purchased.
- Liability Insurance is coverage protecting approved volunteers in good standing from loss due to litigation. The insurance is provided through OSU Extension and is secondary to the individual's personal insurance. Coverage applies to approved and screen volunteers taking appropriate actions during a 4-H event or activity.



AMERICAN INCOME LIFE
Insurance Company

SPECIAL RISK
DIVISION



Annual Accident Insurance for Extension Groups

WHO? The American Income Life Special Risk Division (AIL SRD) has a full time staff of five who are personally dedicated to serving customer needs from the initial application for coverage to the end of the claims process. This gives us a great advantage of having the authority of a large company but the feeling of a local business. We are the largest blanket insurer of 4-H and Extension groups and programs nationwide and because of this specialization; we understand your unique needs and are constantly striving to meet them.

WHAT? Our Annual policies can cover all members of organized Clubs/Groups for as little as \$1/person/year for regular members and \$2/person/year for horse members. Coverage for Volunteers is optional, but recommended.

WHY?

1. Because with AIL SRD, you work directly with the people making decisions, not someone in a huge corporate office.
2. This also means that we are able to provide lower costs, quick decisions, and cut out red tape and middlemen and eliminate the long and frustrating process of dealing with Insurance.
3. Our Annual Policies provide primary benefits and have no deductible for covered individuals.
4. Running a successful and safe Extension Program requires a lot of time and energy throughout the year; and unexpected complications can happen in almost any situation. Choosing this coverage can help reduce stress for staff, volunteers, and the families of your participants if or when an injury occurs.

As Low as \$1.00 Per Person Per Year!

Provides Maximum Benefits of:

- \$5,000.00 – Medical and hospital expenses resulting from injuries
- \$5,000.00 – Loss of life
- \$500.00 – Dental expense due to injury of sound, natural teeth
- \$10,000.00 – Loss of any two: arms, legs, feet, hands, or sight of both eyes.**
- \$ 5,000.00 – Loss of any one arm, leg, foot, or hand.**
- \$ 3,000.00 – Loss of sight of one eye.**

**When injury does not result in loss of life but does result in any of these losses within 100 days of the accident, one of these maximum benefits will be paid in addition to any other covered expenses.

ALL MEMBERS MUST BE INSURED


Covers each registered member (leaders optional) while participating in or attending regularly approved and adult supervised group activities. FULL coverage while traveling directly to and from the member's home and the meeting place for the purpose of participating in scheduled group activity

SPECIAL FEATURES

- Optional coverage for adult leaders.
- Automatic coverage of new members.
- Prompt claim service.
- Covered expenses incurred within 52 weeks from the date of accident.
- Full coverage – no deductible.
- Rough Stock Rodeo coverage available – Call for quote!

NOT COVERED

- Eyeglass replacement
- Denture replacement or repair
- Suicide
- Illness
- Hernia in any form
- Losses covered under Medicare or Workman's Compensation
- Injuries sustained during downhill winter sports
- Air Travel
- Children under the age of 5



www.AILspecialrisk.com



Projects

Ohio 4-H Family Guide: Your place to connect to our entire collection of Ohio 4-H project books for the year. Each project book contains information and activities for members to explore as an organized group project or at home under the guidance of a parent or interested adult. When choosing a project, consider your interests, background, what is necessary to start the project, and the resources available to help you complete it. <https://ohio4h.org/familyguide>

Project Central: An easy way for 4-H members and project helpers to preview Ohio 4-H project books and resources. Take a closer look at a book, find out what others have to say, and share your experiences. <https://ohio4h.org/books-and-resources/project-central>

Project Requirement Summary: A project specific handout that shares all of the county and Ohio State Fair project requirements for completion is available on the county website. <https://franklin.osu.edu/program-areas/4-h-youth-development/projects>

2021 Virtual Winter Project Fair: Explore project areas with the help of previous project winners. Experience the event here: go.osu.edu/wpf



Special Consideration Projects

Livestock

Information regarding 4-H Livestock projects that are exhibited at the Franklin County Fair can be found by visiting

<https://www.fcfair.org/franklin-county-fair/junior-fair/livestock/>.

Members taking livestock projects will want to pay close attention the livestock requirement summary.



Horses

Information regarding 4-H Horse projects that are exhibited at the Franklin County Fair can be found by visiting go.osu.edu/fchorse.



Dogs

Members completing a dog 4-H project are encouraged to work with the specialized dog 4-H clubs in Franklin County. This is not required but the dog project usually entails extra project experiences that can be obtained in a dog club.



Shooting Sports

The Ohio 4-H Shooting Sports program teaches young people the safe and responsible use of archery equipment, including the fundamentals of firing air guns, .22 caliber and muzzleloading rifles, pistols, and shotguns; the basic principles of hunting; and the value of studying historic lifestyles and heritage crafts. The 4-H Shooting Sports program only is administered through certified shooting sports instructors, and members may only take shooting sports projects if their instructor has been certified in that specific discipline. Franklin County 4-H members interested in taking a shooting sport project have two options:



- Join the Franklin County Shooting Sports 4-H Club by contacting Sharla at sharla.house@gmail.com (preferably by February of the upcoming 4-H year)
- If you already belong to a Franklin County 4-H club and would like to take a shotgun, rifle, pistol, or archery project, please contact Dave at integradeer@gmail.com. Dave offers shooting sports instruction from March through June at a shooting location in Plain City, Ohio.



Community Service

Community Service is a part of 4-H, beginning with pledging our hands to larger service. 4-H members and volunteers have historically given back to their community through a variety of volunteer efforts and serving others should still be a part of each 4-H club's yearly plan. Every 4-H participant is encouraged to take part in community service that fits his/her areas of learning, as an important feature of 4-H youth development." This type of experiential learning will allow members to explore a variety of career options.

Getting Started

It is important to make sure all members are involved when deciding and implementing a community service project. Start with a brainstorming session where all ideas can be discussed, helping to give all members a sense of ownership. This process also allows for diverse ideas, viewpoints, and experiences to be discussed.



Community Service Activities

The best community service activities for youth are centered around a common interest shared by members of the group. One easy way to identify a common interest is to review the 4-H projects youth are enrolled in. Look for service projects that relate to members' projects. For example, members of a dog group could become trained in pet therapy and work with a retirement center. A photography club could stage an art exhibit to beautify the Courthouse. Or a bicycle group could put on a safety demonstration at a local shopping center or store.

The following are a few ideas that may spark an interest for 4-H members:

- Clean up a local vacant lot that is overgrown with weeds and debris.
- Adopt a highway or street to keep a section of roadside free of litter. Safety first. Make sure members know what to pick up and what not to pick up.
- Provide recycling bins at various points throughout your community to collect newspaper, plastic, or aluminum.
- Support a local animal shelter by providing blankets, food, cleaning cages, or exercising animals.
- Set up and maintain an aquarium or library in a retirement center or hospital.
- Coordinate a food or clothing drive to support local shelters for the homeless.
- Plant and maintain flowers and shrubbery in parks, schools, or downtown areas.
- Conduct a petting zoo with small animals to expose children to animals.
- Work with "Meals on Wheels" to provide food to shut-ins.
- Donation drive for local "backpack pal" programs that provide food to students on weekends and over school breaks or a school backpack filled with supplies for those in need.



There are any number of ideas. The list is limited only by the imaginations of the 4-H members and their volunteers. Contact a local Extension Office or civic organizations for additional ideas, input, or assistance. These groups are always looking for more help in the completion of their mission.



Club Fundraising



Steps to Conduct a Successful Fundraiser

1. Seek approval for the fundraiser from the County 4-H Youth Development Extension Educator.
2. Motivate your group. Help members understand the importance of the fundraiser. If age-appropriate, consider making the sales into a competitive situation.
3. Help the members set clear goals for the fundraiser. Make sure everyone knows WHY you are raising funds. (Those involved with the club should be able to communicate the club's goals for the fundraiser.)
4. Limit the time period in which the fundraiser is held. (e.g., if selling items, limit sales to three weeks.)
5. Involve the whole club. The fundraiser profit can exceed expectations if everyone does their part.
6. Advertise the fundraiser to members of the community, businesses, family, and friends.

Ideas for Club Fundraisers:

Value Card
Auction
Dinner (chicken & noodles, chili, & spaghetti)
Ice Cream Social
Haunted Barn
Setting up/Cleaning up for event
Skating
Homemade Craft Sale
Rummage Sale
Festival

Pizza Card
Silent Auction
T-Shirt
Candle Sale
Food/Drink Stands
Snow Shoveling
Flower Sale
Lawn Mowing
Walk-a-Thon
Car Wash



Fund Raising and Use of the 4-H Clover

There are federal regulations that govern the use of the 4-H Clover. Any use of the 4-H Club Name or Emblem is forbidden if it exploits the 4-H program, its volunteers or 4-H participants, the United States Department of Agriculture, the Cooperative Extension Service, or the land grant institution and its employees. Fundraising programs using the 4-H Name or Emblem may be carried out for specific educational purposes. Such fundraising activities should be approved by a county 4-H professional.

Under no circumstances may the 4-H Name or Emblem be used for fundraising purposes in any games of chance including bingo. It is the responsibility of the youth educator to inform 4-H organizations of this policy. For a complete set of guidelines for your club's financial records, please contact your 4-H Youth Development Extension Educator.

4-H fundraisers or activities that include the consumption of food made by 4-H members and volunteers should follow [The Ohio State University Extension Food Preparation/Service Policy and Procedures](#). Individuals providing to the on-site preparation and service of food for sale or giving away (not including carry-in, covered dish, pot-luck dinners, or bake sales) must complete the [Occasional Quantity Cook Training](#) prior to the event.



Ohio 4-H Achievement Awards

Due Every January

- **State Junior Fair Board** - Is comprised of representatives from several different youth organizations in Ohio including 4-H Youth Development. State Junior Fair Board members help strengthen and coordinate State Fair activities in a fast-paced, action-packed Ohio State Fair. Junior Fair Board members are expected to attend meetings and stay at the fair for the entire 12 days. The Ohio State Fair will be held in Columbus, Ohio.
- **National 4-H Dairy Conference** - This national event provides delegates with an opportunity to learn more about the dairy industry and observe new dairy industry developments. The conference is scheduled to be held at the University of Wisconsin (located in Madison, Wisconsin) in September 2021.
- **OTA Local Government Award** - Two \$1,500 awards are available to any 4-H high school senior that has completed a local government-type activity that has had significant impact on the applicant's community, township or county.
- **State Achievement Awards** - These 27 awards recognize a 4-H member's achievement in a specific area. Areas include: Beef, CARTEENS, Citizenship & Community Service, Clothing & Textiles, Communications, Companion Animals, Creative Arts, Dairy, Environmental Sciences, Family Life & Child Development, Foods & Nutrition, Gardening & Horticulture, Goat, Health & Safety, Horse, Leadership, Llamas, Mechanical & Engineering Sciences, Personal Development, Photography, Poultry, Rabbits, Sheep, Shooting Sports, Swine, Woodworking and Veterinary Science. Each achievement award winner will receive an expense paid trip to National 4-H Congress that is held in Atlanta, Georgia.
- **Ohio 4-H Teen Leadership Council** - The Ohio 4-H Teen Leadership Council is a statewide group of 4-H teens and young 4-H alumni selected to provide a youth stakeholder perspective in the planning, implementation, and evaluation of Ohio 4-H programming. As a result of participation, Council members develop knowledge, skills, attitudes and aspirations needed for adult success, and the Ohio 4-H program is strengthened and expanded.

OHIO STATE UNIVERSITY EXTENSION
2021 OHIO 4-H ACHIEVEMENT RECORD

NAME AGE (1/1/21) DATE OF BIRTH GENDER

ADDRESS PHONE

CITY STATE ZIP

COUNTY E-MAIL ADDRESS

PLANNED CAREER

CLUB/GROUP NAME YEARS IN 4-H GRADE IN SCHOOL

STATE OPPORTUNITIES Check your choices. See State Achievement Record Instructions for further details.

| | | |
|---|--|---|
| <input type="checkbox"/> State Junior Fair Board | <input type="checkbox"/> National 4-H Dairy Conference | <input type="checkbox"/> Ohio 4-H Scholarships |
| <input type="checkbox"/> Ohio 4-H Teen Leadership Council | <input type="checkbox"/> OTA Local Government Award | <input type="checkbox"/> International Programs |

* Requires completion of separate, specialized application form. Ohio 4-H Achievement Record not required for eligibility.

State Achievement Award:

| | | |
|--|--|---|
| <input type="checkbox"/> Beef | <input type="checkbox"/> CARTEENS | <input type="checkbox"/> Citizenship & Community Service |
| <input type="checkbox"/> Clothing & Textiles | <input type="checkbox"/> Communications | <input type="checkbox"/> Companion Animals |
| <input type="checkbox"/> Creative Arts | <input type="checkbox"/> Dairy | <input type="checkbox"/> Environmental Sciences |
| <input type="checkbox"/> Family Life & Child Development | <input type="checkbox"/> Foods & Nutrition | <input type="checkbox"/> Gardening & Horticulture |
| <input type="checkbox"/> Goats | <input type="checkbox"/> Health & Safety | <input type="checkbox"/> Horse |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Llamas | <input type="checkbox"/> Mechanical & Engineering Science |
| <input type="checkbox"/> Personal Development | <input type="checkbox"/> Photography | <input type="checkbox"/> Poultry |
| <input type="checkbox"/> Rabbits | <input type="checkbox"/> Sheep | <input type="checkbox"/> Shooting Sports |

Achievement Awards Available: <https://go.osu.edu/teens>

☐ County Junior Fair Board ☐ County 4-H Scholarships ☐ 4-H Nutrition Board
☐ County 4-H Ambassador ☐ Teen Leadership 4-H Club ☐ 4-H Leadership Washington Focus

APPROVAL OF THIS RECORD

I personally have prepared this record and certify that it accurately reflects my work:

Date _____ Signature of 4-H member: _____

We have reviewed this record and believe it to be correct:

Date _____ Signature of Parent/Guardian: _____

Date _____ Signature of 4-H Advisor/Volunteer: _____

Date _____ Signature of Extension Educator, 4-H: _____



Member Award Opportunities

Due Every September

Clover Award Forms (project members only)

These simple award forms are easy to fill out. Just mark off the activities that you've participated in this year, add up your points, and find out if you've qualified for a Gold, Silver, or Bronze Clover Pin Award. New online form this year!

Community Service, Leadership, & Public Speaking Awards (project members only)

Community Service, Leadership, & Public Speaking award details are located on the Clover Award Form. Check off the activities that you've completed on each of these forms to see if you've qualified for one or all of these award pins.

Outstanding 4-H Member of the Year Award (project members only)

This competitive award is only given to a select few in each age category to honor those that have gone above and beyond in their 4-H experiences. Award reviewers compile scores from clover and pin awards, review project and 4-H experiences, and read the short response essays on the online application to select the winners of this award.

Cloverbud Pin Award (Cloverbud members only)

Our youngest members in Kindergarten through second grade can complete this form to receive their Cloverbud Pin Award at the recognition program. New online form this year!



Teen Opportunities

CFAES

OHIO STATE UNIVERSITY EXTENSION

Franklin County 4-H Older Youth Opportunities

| | Description/Responsibility | Age and Other Requirements | Application Deadline | Term & Time | Resources |
|----------------------|--|---|--|---------------------------------|--|
| CARTEENS | A traffic safety program conducted by 4-H teen leaders and their program partners for juvenile traffic offenders. | Must have at least a valid learners permit | Contact Sue Hogan (Hogan.239@osu.edu) for More Information | | |
| Camp Counselor | Camp Counselors help to lead and supervise campers in activities at camp including but not limited to songs, teambuilding challenges, group activities, and challenges. Counselors teach and lead campers during workshops and other components at camp as well as serving as encouragers for campers to try new things. | Must be a 4-H member in good standing & complete at least one project and Must be at least 14 years old by the start of camp (June 13, 2021) | Fall every year | January - June | https://go.osu.edu/teens |
| Junior Fair Board | JFB is designed for youth who have proven leadership abilities and are willing to take on major responsibilities before and during the Franklin County Fair. | Members: At least 14 years of age as of September 30, a freshman in high school to 18 years old as of the application deadline. Interns: 7 th or 8 th grade as of application deadline | August 10 | 1-year term; September - July | More information and applications are shared following the fair in the Green and Growing Newsletter. |
| Fashion Board | Fashion Board members help to organize and assist with various activities surrounding clothing evaluations and the fashion review. Members also participate in activities to enhance knowledge of garment construction and the fashion industry. | Must be at least 12 years of age by 1/1/21. All fashion board members must plan to complete a clothing project in 2021 (consumer or construction). | December 31 | 1-year term; January - December | https://go.osu.edu/teens |
| Teen Leaders Council | The Teen Leaders Council is a Franklin County 4-H club that focuses on preparing teens to be caring and contributing leaders through educational and leadership opportunities. Other opportunities will include fun outings and service-learning projects. | Franklin County 4-H members who are at least 13 years old or in the 7 th grade. | December 31 | 1-year term; January - December | https://go.osu.edu/teens |

Franklin.osu.edu

CFAES provides research and related educational programs to clientele on a nondiscriminatory basis. For more information: go.osu.edu/cfaesdiversity.



THE OHIO STATE UNIVERSITY
COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES

Honor Club Requirements

4-H clubs that wish to be considered for Honor Club must meet the 4-H Club Minimum Guidelines Checklist in addition to the Honor Club Guidelines listed below. Honor Club is not a competition between 4-H clubs, but an achievement standard clubs may strive to meet. Honor Club Achievement Encourages:

- Member participation in activities and programs beyond the club level.
- The inclusion of specific activities and programs in the club's yearly program.
- The maintenance of accurate 4-H club activity records.

PART A: LOCAL 4-H CLUB ACTIVITIES

A club must complete nine of the following activities to be considered for Honor Club - record information in SECTION I.

1. Conduct 4-H Awareness/Promotion Program/Display.
2. Invite a guest speaker to a 4-H club meeting.
3. Plan an educational field trip or tour for 4-H club members.
4. Hold a meeting on county and state 4-H award opportunities.
5. Hold a meeting on 4-H camping opportunities.
6. Hold a meeting on 4-H leadership opportunities.
7. Hold a meeting on projects, requirements, evaluations and exhibits.
8. Hold a meeting with another 4-H club (social or business).
9. Participate in a community service project.
10. All members give a demonstration, talk, or speech at a 4-H club meeting.
11. Recruits three or more new members to the 4-H club.
12. Recruits new advisors and/or starts a new 4-H club.
13. Conduct a 4-H club recognition program.



PART B: COUNTY PROGRAM AND ACTIVITY PARTICIPATION

One or more 4-H club members participate in three of the four activities listed below - record information in SECTION II.

1. County public speaking events (includes demonstrations, illustrated talks, health or safety speeches/skits and/or horse speeches/demonstrations)
2. The Franklin County 4-H Recognition Program
3. Project related and/or officer education workshops
4. County 4-H evaluations and/or junior fair exhibits/events/contests

PART C: SUBMIT CLUB SCRAPBOOK INCLUDING THE FOLLOWING ITEMS

- ☐ 1. SECTION I Franklin County 4-H Honor Club Guidelines 4-H Club Checklist Form
- ☐ 2. SECTION II Franklin County 4-H Honor Club Guidelines County Program and Activity Participation Form
- ☐ 3. SECTION III Franklin County 4-H Honor Club Guidelines Health and Safety Record
- ☐ 4. Completed Secretary's Book with typed or hand-written minutes. No other documentation can be substituted for the Secretary's Book.
- ☐ 5. Completed Treasurer's Book. No other documentation can be substituted for the Treasurer's Book.
- ☐ 6. Copy of club's Constitution and By-Laws
- ☐ 7. Copy of the club's yearly program plan
- ☐ 8. News clippings and photographs of 4-H club activities
- ☐ 9. Completed 4-H Club Minimum Guidelines Checklist



Helping Hands Award

- The Helping Hands Club Awards are meant to recognize clubs that use their hands to better service in reaching out to their surrounding communities.
- Applications for this award are due annually in September.



Ohio 4-H Grab & Go Club Toolkit

The **Ohio 4-H Grab & Go Club Meeting Toolkit** provides 4-H volunteers and teen leaders with seven (7) club meeting agendas to help plan for the 4-H year. Each agenda is two pages. The first page provides an overview of the topic, a sample agenda and resources to put ideas into action. The second page provides in-depth explanations and specific strategies.

| Agenda Title | Pages |
|--------------------------------|-------|
| #1: Family Meeting Kick-Off | 2-3 |
| #2: Icebreakers/Team Building | 4-5 |
| #3: Election of Officers | 6-7 |
| #4: Public Speaking Activities | 8-9 |
| #5: Educational Programs | 10-11 |
| #6: Planning Club Fundraisers | 12-13 |
| #7: End of Year Review | 14-15 |

Go Virtual

Each agenda highlights how to adapt in-person 4-H activities to a virtual setting. Clubs may discover creative solutions that remain part of their club tradition for years to come.

Include Cloverbuds

Each agenda highlights strategies for including Cloverbuds in developmentally appropriate, non-competitive club activities.

You can find this resource on the Ohio 4-H website, under Club Leaders>Club Management, Resources, Policies and Procedures:

<https://ohio4h.org/volunteers/volunteers/club-leaders/club-management-resources-policies-and-procedures>



CFAES

Ohio State University Extension



Franklin County 4-H Camp

All youth, ages 8 and in 3rd grade through 13, are invited to join the adventure at Franklin County 4-H Camp. Campers will have fun meeting other youth while participating in a variety of camp activities like canoeing, disc golf, bottle rockets, creekng, nature exploration, swimming, hiking, team challenges, high ropes, a climbing wall, campfires, crafts, zip-lining, and so much more!



4-H Camp Ohio

4-H Camp Ohio is an accredited camp by the American Camp Association. Its beautiful 544 acres is located in St. Louisville, Ohio, approximately 40 miles northeast of Columbus. *(Parents/guardians are responsible for transportation to and from camp.)*



An Average Day at 4-H Camp

7:15 am Polar Bear Swim (optional)
 8:00 am Breakfast
 8:45 am Flag Ceremony
 9:00 am Camp & Cabin Clean-up
 10:00 am Session 1 (choose from 10 sessions)
 11:00 am Session 2 (choose from 10 sessions)
 12:30 pm Lunch
 1:15 pm F.O.B. (Flat on Bunk / Rest Time)
 2:00 pm Session 3 (choose from 10 sessions)
 3:00 pm Session 4 (choose from 10 sessions)
 4:00 pm Open Swim / Free Time
 5:30 pm Dinner
 6:30 pm Flag Ceremony
 7:00 pm Evening Recreation
 8:30 pm Campfire
 9:30 pm Cabin Time
 10:00 pm Lights Out

Campers Select Sessions

There are many **Open Sessions** that **do not** require advanced sign-up or a fee. Campers will receive a daily schedule when they arrive at camp that will list a variety of open session choices which will include the following: creekng, canoeing, swimming games, Native American life, archery, zipline, climbing wall/tower, 2-liter bottle rockets, Amish farm visit, pioneer life, geocaching, nature, line dancing, kitchen chemistry, crafts, and much more.

SOME SESSIONS REQUIRE ADVANCE REGISTRATION. There are also some sessions that require a small fee to cover expenses incurred during that specific session. Signing up ahead of time is necessary so we can prepare the right amount of supplies and plan the appropriate number of sessions. The descriptions of these advance registration sessions are listed below. No refunds will be issued to campers who don't attend sessions for which they pre-registered – they will have the sessions listed on the back of their nametags to let them know what day and time they are registered to go to them. Advance registration classes include:

Rifle

Youth will learn about gun safety and gun etiquette. They will be able to shoot a rifle furnished by Camp Ohio at paper targets and improve their accuracy during this session. Ear and eye protection will be provided during the session. A certified adult shooting sports instructor will work with campers along with trained counselors.

Limit - 24 campers. Cost \$3.00. (2 hours)



Shotgun

Youth will discuss gun safety and the different responsibilities associated with an active clay target shoot. They will then apply their knowledge during a hands-on clay target shoot. Shotguns will be provided by Camp Ohio. Ear and eye protection will also be provided during the session. A certified adult shooting sports instructor will work with campers along with trained counselors. Must be at least 11 years old. Limit - 24 campers. Cost \$5.00. (2 hours)

Tie-Dye

Create your own original tie-dyed T-shirt. It's **FREE** if they bring their own shirt (or other clothing like a scarf – no underclothing)...just be sure it is washed twice without fabric softener. Or you may also send \$5.00 to camp with your child to purchase a white t-shirt in the camp store.



Team Challenge

Campers will head to the Team Challenge Course and work together mentally and physically to solve challenges. This fun session will give campers a chance to hear a situation and then creatively find a solution together. **NO FEE** but pre-registration required. *Recommended for those 10 years old and older and in good physical condition.*



2021 Dates
 Sunday, June 13
 to
 Thursday, June 17

Resources

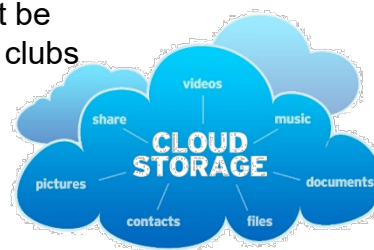


Other Resources

Club File Storage

Using the cloud to store club documents like photos, officer reports, historical club information, or anything that might be useful to future club members is encouraged. Some 4-H clubs might like to use:

- Box
- Google Drive
- iCloud
- Teams
- Dropbox
- One Drive



Club Leader Mentoring Opportunity

Some newer volunteers might have questions or ideas that seasoned volunteers might be able to provide useful feedback on. The club leader mentor program will match newer volunteers with seasoned volunteers to help foster these relationships. If you are a newer advisor who is looking for a great source of information or a seasoned volunteer looking for a new way to become involved in the Franklin County 4-H program, this new opportunity is for you. Please contact Rachel at Stoneburner.31@osu.edu to begin the matching process.



Franklin County Fair Website

This website is a wonderful resource for all things fair related. Specific entry information for projects can be found at fcfair.org.



Follow Us on Social Media



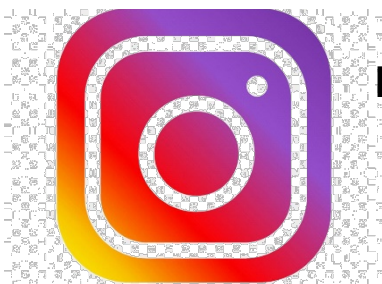
Facebook

Ohio State – Franklin County 4-H



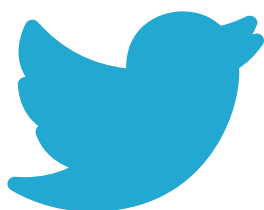
YouTube

4-H Franklin County Ohio



Instagram

franklinoh4h



Twitter

FranklinOh4h



4-H STAFF



Beth Boomershine

4-H Educator

Boomershine.10@osu.edu

Office: 614-292-6098

Fun Facts about Beth...

- She grew up on an Angora goat farm in Jefferson County, Ohio.
- My favorite 4-H activity is camp!



Rachel Stoneburner

4-H Program Coordinator

Stoneburner.31@osu.edu

Office: 614-292-9777

Fun Facts about Rachel...

- She grew up on her family's grain farm in the far southwest corner of Fairfield County.
- My favorite 4-H activity is fair!

This image shows a full page of blank handwriting practice paper. It features 20 evenly spaced, horizontal blue lines running across the entire width of the page. The lines are thin and consistent in color, providing a guide for letter height and placement. There are no margins, text, or other markings on the paper.

NOTES

[illegible]

NOTES



Appendix

Forms and Supplemental Documents

Club Enrollment Paperwork

- [Activity Fee Checklist](#)
- [Charter Checklist](#)
- [Minimum Guidelines](#)
- [Project Book Order Form](#)
- [Annual Financial Summary](#)
- [Club Constitution Guidelines](#)
- [Cross-County Line Form](#)
- [Winning 4-H Plan](#)
- [Food Safety Information](#)

4-HOnline Enrollment Help Guides

- [New Family](#)
- [Returning Families](#)
- [Returning Volunteer](#)

Standards of Behavior (For reference only – completed in 4-HOnline)

[Member](#)
[Volunteer](#)

Horse

- [Horse ID Form](#)
- [Franklin County Ag. Society Release](#)
- [Horse Lease Guidelines](#)

Dog

- [Vaccination Form](#)



Helping New Families Understand the Culture of 4-H

Beth Boomershine, Extension Educator, Franklin County 4-H Youth Development
Rachel Stoneburner, Program Coordinator, Franklin County 4-H Youth Development

First generation 4-H members, or youth who don't have a family history in the 4-H program, often find it hard to navigate the unique culture they land in when they join the organization. The new terminology, customs, and traditions can be overwhelming to these families. In fact, studies show that more members drop out of 4-H during or after the first year than any other year of membership (Astroth, 1985).

The 4-H club leader is the first line of defense to protect these families from becoming overloaded with so many new things to learn. There is a staggering amount of information that new members need for success, and it is difficult to convey everything in a fashion that will help them stay in the program. Communication is key in providing an environment that is welcoming and inclusive for all members but communicating to new families is crucial in setting them up for a positive 4-H career. This resource provides strategies for club leaders to assist new families as they embark on this new journey.



The 4-H culture is packed full of long-standing traditions, special terminology, and a sense of community that is what makes the organization so impactful, but to new families, those things can make the program seem unwelcoming.

Family or Parent Meeting

A family or parent meeting hosted prior to the 4-H year provides club leaders with an opportunity to set a strong foundation for relationship building and encouraging an open line of communication between leaders, members, and parents. The Ohio 4-H Grab and Go Club Toolkit shares a sample agenda for club leaders to use while planning a family or parent meeting.

[Ohio 4-H Grab and Go Club Toolkit](#)

Member Mentors

Fostering relationships between new and seasoned 4-H members is an innovative way to encourage continued engagement by providing role models for new members. The role of a mentor includes answering questions, checking project progress, and sharing information about upcoming 4-H programs at every club meeting. Ohio 4-H offers the One-on-One project which guides the mentor through the process of serving others while developing their own personal skills.

Club Handbook

Club Handbooks are designed to be a tangible guide for all 4-H club members, new and returning, to have continuous access to necessary club information. A template for creating a Club Handbook can be found here: go.osu.edu/meetingsmatter. This customizable resource allows club leaders to add contact and meeting information, as well as information regarding club dues, project expectations, and attendance policies.

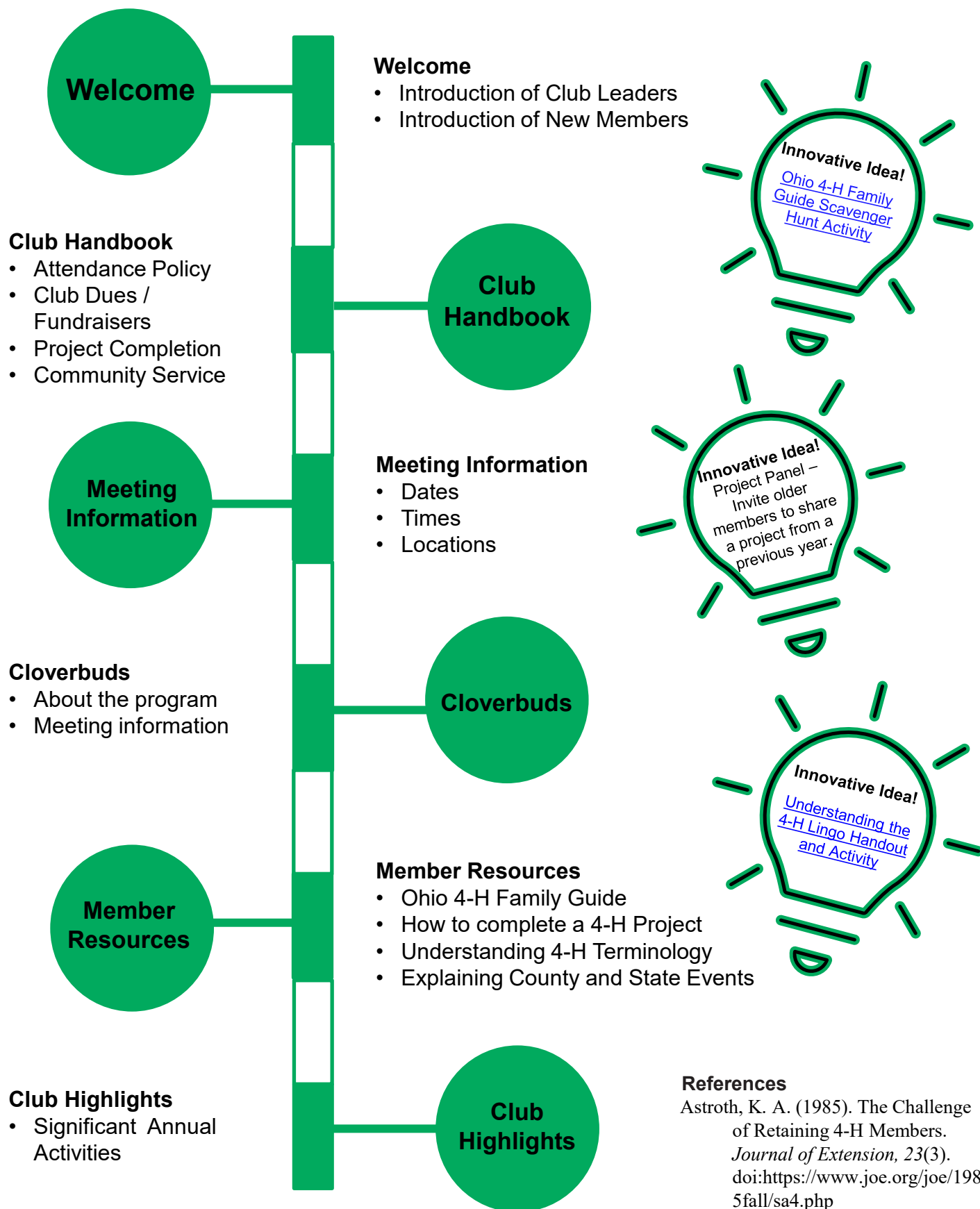
New Member Orientation

Sometimes new members and parents are intimidated by other families who seem to have figured out the 4-H culture. Providing them with a safe space to ask questions without worry of judgement from others is an excellent way to help them feel more at ease with this new experience. A new member orientation is a unique platform to create the opportunity for judgement-free time to ask questions and learn the 4-H way.



New Member Orientation Sample Agenda

Helping New Families —page 2



Effective 4-H Club Communication Strategies

Beth Boomershine, Extension Educator, Franklin County 4-H Youth Development

Rachel Stoneburner, Program Coordinator, Franklin County 4-H Youth Development

Communicating with club members is a vital part of the retention of families in the 4-H program from year to year. Research shows that a lack of communication is a leading cause for members to leave a 4-H club (Lewis et al., 2018). Not knowing when a club meeting is or what the club's expectations of its members are can be extremely frustrating for busy families. Successful club leaders share information with families in a concise fashion across several platforms because being brief and repetitive is key in any effective communication.

Every generation has a method of communication that is preferred. Email is a great way to communicate with Generation X, but a millennial much prefers text messages (Bloodworth Rivers, 2019). The lesson here to be learned is that club leaders should consider their audience when choosing a communication method and layer their communication across multiple platforms. This document shares ideas and strategies for keeping club members and their families up-to-date with everything they need to know to stay involved in the club.

Email

Email is often the default communication method for many clubs. While it is a convenient tool, it is not recommended to be used as the sole source of communication. Details can be shared in an email, but another method of communication should be used to direct members to check their email.

- **Subject** – Should explain what is in the email so that it can be easily searched for in the future.
- **Follow – Up** - If there is a deadline involved, make sure to send another email closer to the deadline.
- **Links** – Include links to more information that can be found on county or state websites.
- **Bullets** – Utilize bullet points to emphasize different topics to pay attention too.



Modern technology allows 4-H clubs to communicate more effectively than ever, but club leaders may struggle with which type to use.

Newsletters

Consistent newsletters are a great way to share information regarding club events. If they are sent in a timely manner, members will start to rely on them as a dependable source that they look for. There are several online tools that can be used to create a newsletter specific to your club needs.

- **Smore.com** - This platform is easy to edit and share across social media and through email.
- **Tinyletter.com** – This platform is a smaller version of Mail Chimp and is easy to use.
- **Benchmarkemail.com** – This platform uses a drag and drop function to create fun digital newsletters and is free for up to 250 emails a month.
- **Hard Copy** – Sending newsletters through the mail or handing them out at club meetings may still be the way to go depending on club member preferences.



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Text

Text messaging is a quick and convenient method of communication for clubs.

- Keep information in texts brief. This method should be used to direct members to find information in another place, like an email, or to send a reminder about a deadline or task to be done.
- Group texts can be irritating to some as replies get sent to the entire group.
- Consider using a text messaging platform like Remind, WhatsApp, or GroupMe to send texts to the group.

Website

Club websites are a great place to store all information relating to the club. Creating a website can involve a significant time commitment and requires dedication to updating it as information changes.

Go.osu.edu/googlesitecreation

Handouts

It is hard to beat having all the information you need listed on a piece of paper that members can take home, give to their parents, or hang on the refrigerator.

- Caution should be given to only using this method as absent members will need the information too.
- Consider attaching the document to an email also so that it can be searched for if they lose the paper copy.

Cloud File Storage

Using the cloud to store club documents like photos, officer reports, historical club information, or anything that might be useful to future club members is encouraged. Some 4-H clubs might like to use:

- Box
- Google Drive
- iCloud
- Teams
- Dropbox
- One Drive

Apps

As most club members and parents now carry around a smartphone, apps are a new way for clubs to stay connected. Different apps will provide different services, but some of the commonly provided include group messaging, event planning, photo storage, task management, and calendars. Below is a list of popular apps but more are created daily.

- | | |
|------------|-------------|
| • BAND | • Slack |
| • Remind | • InstaTeam |
| • GroupMe | • TeamSnap |
| • WhatsApp | • TeamReach |

Social Media

Social media is probably the most on controversial methods of communicating. While working with children it is important to remember that not all parents allow their youth to participate on social media. Clubs considering using social media should refer to the Ohio 4-H Social Media Policy.

<https://ohio4h.org/volunteers/volunteers/club-leaders/club-management-resources-policies-and-procedures>

References

- Bloodworth Rivers, T. (2019, November 8). Improve communication between generations at workplace. Retrieved February 16, 2021, from <https://www.iofficecorp.com/blog/communication-between-generations-in-the-workplace-4-different-generations-in-the-workplace#:~:text=Use%20Different%20Types%20of%20Communication,-Baby%20Boomers%20grew&text=Baby%20Boomers%20prefer%20face%2Dto,via%20phone%2C%20email%20or%20text.&text=Social%20media%20is%20another%20form%20of%20communication%20between%20generations%20in%20the%20workforce>.
- Lewis, K. M., Ewers, T., Miller, J. C., Bird, M., Borba, J., Hill, R. D., Keywood-Rea, J., Shelstad, N., Trzesniewski, K. (2018). Addressing Retention in Youth Programs: A Survey for Understanding Families' Experiences. *Journal of Extension*, 56(3). doi:<https://www.joe.org/joe/2018june/tt3.php>

New Family Coordinator Volunteer Position Description

General Description/Overview

To ensure that new 4-H families feel welcome in the 4-H club. Serve as a resource / support for them throughout their first year in 4-H.

Responsibilities

- Welcome new families to your 4-H club.
- Introduce all new members during the club meeting.
- Organize and facilitate a new family orientation.
- Assist new families in the online enrollment process.
- Review 4-H Resources with new families.
- Set up a mentor program for current and new members.
- Recruit new family mentors and train them in their role.
- Be the point of contact for new families and answer any questions they may have.
- Work and meet with club organizational advisor monthly to share information and questions from new families.
- Follow all guidelines & policies of Ohio 4-H.

Qualifications

- Completion of the Ohio 4-H Volunteer Screening process.
- The ability to communicate effectively with youth, parents and other adult volunteers and staff to familiarize new families with the 4-H experience.
- Belief in the importance of 4-H youth development.
- Must be able to work with minimal supervision from professional staff/club leadership.
- An interest in working with Extension staff, club leaders and members , and new families.

Time Required : Approximately 120 hours annually

Location: Throughout Franklin County at 4-H club meeting locations

Responsible To: Franklin County 4-H Youth Development Extension Staff



Important Club Dates

[illegible]

Created by: Beth Boomershine and Rachel Stoneburner, February 2021

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OHIO STATE UNIVERSITY EXTENSION

4-H Club Handbook

Club Name Goes Here

COUNTY NAME — Goes Here



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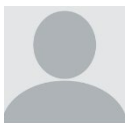
Welcome to the club!

Insert a welcoming message and overview of your club here. Aboriassit quis minvel eatque digenihil maxim volectem. Et eaquia velita volut eturion sequis illesequia plandit omnit, que maiosam, ommos sequo qui dis et ea nietur, nonsendit parum susciat es necaectem esequia eperia qui omnisit ioriora nem ut que modiscillo comnihil molo et omnim excestibusti aut abo. Natempo rerunditias eossiti aruptat ut elesto cuptatem que sus, sum ut uta eosapis velest idem fugiasi ommolup isquia sinvel moluptae laccusant fugia secest, quam, tessum experch ilicipsandam res andaepello blaccaeceate verumquiam doluptatur, ut inum sa dolori dolorrovidus simet dem quisquid et aliquiam etus sunt voloreptae ea cus dita doloriost, volo dolenectas doluptius cullaborepro volorum faccab inctia sam quist aut et adita.

Meet your Club Advisors



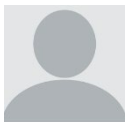
- Chris Clover – Organizational Advisor
chriscllover4444@gmail.com
555-555-5555



- Chris Clover – Cloverbud Advisor
chriscllover4444@gmail.com
555-555-5555



- Chris Clover – Livestock Advisor
chriscllover4444@gmail.com
555-555-5555



- Chris Clover – Sewing Resource Advisor
chriscllover4444@gmail.com
555-555-5555

Club Dues and County Activity Fees

- *The club has dues of \$____. Dues are used for...*
- *There is an annual county activity fee of \$____. This fee is used to help offset the cost of countywide programming.*
- *Your club dues and activity fees should be submitted to the club treasurer by this date _____.*

Cloverbuds

Insert a message about how your club's Cloverbud program works. Aboriassit quis minvel eatque digenihil maxim volectem. Et eaquia velita volut eturion sequis illesequia plandit omnit, que maiosam, ommos sequo qui dis et ea nietur, nonsendit parum susciat es necaectem esequia eperia qui omnisit ioriora nem ut que modiscillo comnihil molo et omnim excestibusti aut abo. Natempo rerunditias eossiti aruptat ut elesto cuptatem que sus, sum ut uta eosapis velest idem fugiasi ommolup isquia sinvel moluptae laccusant fugia secest, quam, tessum experch ilicipsandam res andaepello blaccaeceate verumquiam doluptatur, ut inum sa dolori dolorrovidus simet dem quisquid et aliquiam etus sunt voloreptae ea cus dita doloriost, volo dolenectas doluptius cullaborepro volorum faccab inctia sam quist aut et adita.

Project Work




Insert a message about your club's project work expectations. Aboriassit quis minvel eatque digenihil maxim volectem. Et eaquia velita volut eturion sequis illesequia plandit omnit, que maiosam, ommos sequo qui dis et ea nietur, nonsendit parum susciat es necaectem esequia eperia qui omnisit ioriora nem ut que modiscillo comnihil molo et omnim excestibusti aut abo. Natempo rerunditias eossiti aruptat ut elesto cuptatem que sus, sum ut uta eosapis velest idem fugiasi ommolup isquia sinvel moluptae laccusant fugia secest, quam, tessum experch ilicipsandam res andaepello blaccaeceate verumquiam doluptatur, ut inum sa dolori dolorrovidus simet dem quisquid et aliquiam etus sunt voloreptae ea cus dita doloriost, volo dolenectas doluptius cullaborepro volorum faccab inctia sam quist aut et adita.

Attendance Expectations

Insert a message about your club's attendance expectations. Aboriassit quis minvel eatque digenihil maxim volectem. Et eaquia velita volut eturion sequis illesequia plandit omnit, que maiosam, ommos sequo qui dis et ea nietur, nonsendit parum susciat es necaectem esequia eperia qui omnisit ioriora nem ut que modiscillo comnihil molo et omnim excestibusti aut abo.




4-H Club Meetings Matter Essential Element Assessment Tool

Beth Boomershine, Extension Educator, 4-H Youth Development, OSU Extension, Franklin County



| Club Check List | Almost Always  | Sometimes  | Hardly Ever  |
|---|--|--|--|
| How do we serve as caring adults? | | | |
| Praise all members. | 2 | 1 | 0 |
| Treat all members with respect. | 2 | 1 | 0 |
| Expect members to respect each other. | 2 | 1 | 0 |
| Know all members – pronounce & spell names correctly. | 2 | 1 | 0 |
| Listen when members are talking. | 2 | 1 | 0 |
| Treat all members fairly do not play favorites. | 2 | 1 | 0 |
| Set reasonable guidelines to follow. | 2 | 1 | 0 |
| Actively involve members in the club. | 2 | 1 | 0 |
| Encourage all members to achieve. | 2 | 1 | 0 |
| Share club, county, regional and state events and opportunities. | 2 | 1 | 0 |
| How do we provide a welcoming environment? | | | |
| Involve members in get to know activities, icebreakers & mixers. | 2 | 1 | 0 |
| Recognize members for effort and meeting goals not just winning. | 2 | 1 | 0 |
| Encourage club identity and spirit through club logos and clothing. | 2 | 1 | 0 |
| Orient new members & families to the club. Take them under your wing. | 2 | 1 | 0 |
| Actively seek diversity | 2 | 1 | 0 |
| Encourage creative thinking and show appreciation for sharing ideas. | 2 | 1 | 0 |
| Regularly give positive feedback to members. | 2 | 1 | 0 |
| Provide time for adults and youth to get acquainted. | 2 | 1 | 0 |
| Value the opinions of members. | 2 | 1 | 0 |
| Ask members if they have questions at every opportunity and answer them with a smile. | 2 | 1 | 0 |

Page Total: _____



| Club Check List | Almost Always  | Sometimes  | Hardly Ever  |
|---|--|--|--|
| How do we “learn by doing” for 4-H Mastery? | | | |
| Encourage members to give demonstrations/ talks. | 2 | 1 | 0 |
| Realistic, challenging goals set by members. | 2 | 1 | 0 |
| Members help each other with project work and share expertise. | 2 | 1 | 0 |
| Make step-by-step plans for member success. | 2 | 1 | 0 |
| Celebrate member & club successes along the way. | 2 | 1 | 0 |
| Encourage members to reflect upon successes. | 2 | 1 | 0 |
| Evaluate your plan, review challenges and adjust for success. | 2 | 1 | 0 |
| Members accomplish project tasks through your training and support. | 2 | 1 | 0 |
| Provide opportunities for members to teach others skills learned. | 2 | 1 | 0 |
| Provide hands-on learning experiences to practice new skills. | 2 | 1 | 0 |
| How do we value and practice service to others? | | | |
| Members help select service project(s). | 2 | 1 | 0 |
| Members assist in planning service project(s). | 2 | 1 | 0 |
| Club engages in a variety of service activities. | 2 | 1 | 0 |
| Members understand the relationship between need and service. | 2 | 1 | 0 |
| Members seek creative ideas to address community needs. | 2 | 1 | 0 |
| Members demonstrate respect and concern for other’s needs. | 2 | 1 | 0 |
| Adults demonstrate respect, concern and sensitivity to other’s needs. | 2 | 1 | 0 |
| Select age appropriate service activities. | 2 | 1 | 0 |
| Members genuinely involved in the service projects. | 2 | 1 | 0 |
| Club looks for ways to help the community. | 2 | 1 | 0 |
| How is our club emotionally and physically safe for all? | | | |
| Establish, communicate and enforce clear and consistent club rules. | 2 | 1 | 0 |
| Establish positive member behavior expectations. | 2 | 1 | 0 |
| Watch for hazards and eliminate them immediately. | 2 | 1 | 0 |
| Use positive behavior management strategies. | 2 | 1 | 0 |
| Prevent use of offensive language and gestures. | 2 | 1 | 0 |
| Encourage members to reflect and focus on club activity at hand. | 2 | 1 | 0 |
| Understand and follow youth protection policies and behavior standards. | 2 | 1 | 0 |
| Discuss ways to improve club’s environment with membership. | 2 | 1 | 0 |
| Supervise members to feel physically and emotionally safe at all times. | 2 | 1 | 0 |
| Constructively handle conflicts as they arise. | 2 | 1 | 0 |

Page Total: _____

| Club Check List | Almost Always  | Sometimes  | Hardly Ever  |
|--|--|--|--|
| How are members active participants in the future? | | | |
| Members feel qualified to take an active role in future events. | 2 | 1 | 0 |
| Members know how to set a goal and develop a plan to carry it out. | 2 | 1 | 0 |
| Adults give members the power to set future goals for the club. | 2 | 1 | 0 |
| Members will consider taking a leadership role in an adult club someday. | 2 | 1 | 0 |
| Alumni share successes with members. | 2 | 1 | 0 |
| Positive thinking practiced and encouraged. | 2 | 1 | 0 |
| Members understand and practice the democratic process. | 2 | 1 | 0 |
| Inspire and motivate youth to strive towards accomplishing goals. | 2 | 1 | 0 |
| Members value education and training in self-determination. | 2 | 1 | 0 |
| Members grow in understanding of personal, marriage and family roles. | 2 | 1 | 0 |
| How do we create learning experiences to engage members? | | | |
| Youth feel ownership of the club. | 2 | 1 | 0 |
| Club program planned with a challenge in mind. | 2 | 1 | 0 |
| Members discover, explore, and investigate through the club program. | 2 | 1 | 0 |
| Youth participate in club and pursue own interests. | 2 | 1 | 0 |
| Club relates learning to real life experiences whenever possible. | 2 | 1 | 0 |
| Work at connecting club program with youth issues and concerns. | 2 | 1 | 0 |
| Allow youth to experience control of club activities. | 2 | 1 | 0 |
| Club expectations allow for youth's choice of involvement. | 2 | 1 | 0 |
| Members design and participate in projects that make a difference. | 2 | 1 | 0 |
| Club program appeals to members' needs and interests. | 2 | 1 | 0 |
| How are members actively involved in charting the club's course? | | | |
| Members set club's goals and determine direction. | 2 | 1 | 0 |
| Flexible club environment allows for unexpected. | 2 | 1 | 0 |
| Members plan, implement and evaluate club programs and projects. | 2 | 1 | 0 |
| Encourage the club and members to do new things. | 2 | 1 | 0 |
| Members help make rules and set policies. | 2 | 1 | 0 |
| Members try new things that challenge abilities. | 2 | 1 | 0 |
| One or two people control club's direction. | 2 | 1 | 0 |
| Members choose level of involvement. | 2 | 1 | 0 |
| Youth believe they have influence over club's important decisions. | 2 | 1 | 0 |
| Members solve problems with minimal advice. | 2 | 1 | 0 |

Page Total: _____

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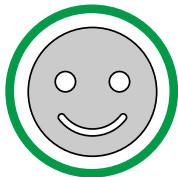
136 - 160



VIBRANT

Doing well with very little need for improvement.

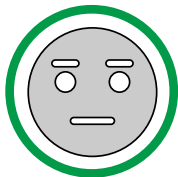
120 - 135



THRIVING

Some areas of improvement should be considered to keep things fresh.

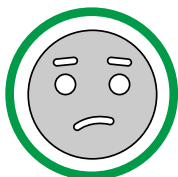
104 - 119



ALIVE

Some significant areas of improvement needed for survival.

88 - 103



WANING

Needs are many to breathe life back into the program.

87 or less



SEEK HELP!

Look for a mentor with experience that can suggest ways to improve.

Adapted from Eight Key Element Club Assessment by Brenda Young, Extension Agent 4-H Youth Development, Wyandot County, Retired

Utilizing Club Committees

Beth Boomershine, Extension Educator, Franklin County 4-H Youth Development

Rachel Stoneburner, Program Coordinator, Franklin County 4-H Youth Development

Used to maintain a sense of belonging and meeting efficiency, committees can be formed to help clubs deconstruct business items through small group conversations. Under the supervision of club leaders and parents, committees work together to support various club activities and provide recommendations for the club to move forward with business items. Committees should be youth directed and supported by adults.

The benefits of using a committee in a 4-H club setting include:

- Reduces long discussion during club business meetings
- Provides an opportunity for youth to learn planning skills
- A sense of belonging and ownership for committee members
- Enhances teamwork by bringing different perspectives and ideas to tasks
- Spreads responsibility out amongst club members



Committee work is an important asset for community clubs as it encourages participation and shortens cumbersome business meetings.

Types of Committees

Short Term

Focuses on a specific event or task

- Fair Booth
- Club Recognition

Standing

Year long commitments focusing on more complex tasks

- Welcome Committee
- Community Service
- General Club Fundraising

Ad Hoc

Formed to complete a specific one-time task that will not be needed again. Can be short or long term.

- Club 50th anniversary party
- Fundraising for club bench at the fairgrounds

Forming Committees

Start with evaluating the committee needs within the 4-H club. Develop a list with a short description of the committee responsibilities and a timeline for committee action items. This list should be presented at the beginning of the year to 4-H club members as they investigate how they would like to be involved in club activities.

There are four different ways to place members on a committee:

Sign-up sheet

Consider presenting a sign-up sheet before or after a meeting with committees listed and numbered spots indicating how many members are needed on each committee.

Committee Interest Survey

Members are presented with a list of committees and then indicate their interest for which committees they would like to serve on.

Appointment

Club leadership team selected adults and youth to be appointed to the committees and presents the committee list to the club for approval.

Recruitment

Club leadership team invites specific members to participate in committee work that is related to their interests and presents it to the club.



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Establishing a 4-H Club Welcome Committee

Beth Boomershine, Extension Educator, Franklin County 4-H Youth Development

Rachel Stoneburner, Program Coordinator, Franklin County 4-H Youth Development

First impressions set the tone of 4-H club meetings. Members who feel welcome are more likely to be active participants in club activities and are more likely to stay involved in the 4-H program. Think of a time when you found yourself in a situation where you were the new person in a group. It was likely uncomfortable and easy for you to question why you should remain involved with the group. Maybe you stuck with it and after a meeting or two you felt more comfortable, or maybe you just removed yourself from the situation. Whether you stayed or left probably depended on if someone made you feel welcome.

One of the four H's, heart, is all about putting the needs of other before oneself. When 4-H members pledge their "heart to greater loyalty" they are committing themselves to being mindful of other club members and the unique cultures and personalities that they bring to the table. Ohio 4-H teaches youth the importance of hospitality and fostering welcoming and inclusive meeting environments.

Creating 4-H Club Welcome Committee is one way to ensure that new members are made to feel as though they are an important part of the group from their first meeting and leave a first impression that will keep them coming back. This resource offers guidance for establishing a 4-H Club Welcome Committee.



Welcome Committee Structure

The Welcome Committee could consist of the following member positions.

- Adult Club Leader – Participate in committee meetings and serves as a resource to committee members.
- Youth Committee Chair – Organizes time for the Welcome Committee to meet and discuss plans for pre-meeting activities.
- Greeter – Oversees the sign-in table and is responsible for making eye contact as soon as someone walks in, greeting them with a smile and invitation into the meeting, handing them their name tag, and explaining the next step.
- Pre-Meeting Activity Leader – Prepares and facilitates a fun, engaging, and interactive games and ice breakers to help members feel welcome and part of the group.
- Member Mentors – Assign a seasoned member to sit with a new member during the first meeting and possibly subsequent meetings. The role of a mentor includes answering questions, checking project progress, and sharing information about upcoming 4-H programs at every club meeting.

Pre – Meeting Activities

Pre-meeting activities all members time to get to know one another, engage everyone, allow time for club leaders to meet with officers, reduces chaos, and above all, creates a welcoming environment. Here are a few suggestions for pre-meeting activities that a Welcome Committee can use. See the attached resources for instructions.

- 4-H Bingo
- Ohio 4-H Family Guide Scavenger Hunt
- Get to Know You Games
- Group Games



Ohio 4-H Family Guide Scavenger Hunt

1. Who is the Ohio 4-H State Leader? _____
2. A youth's 4-H eligibility ends December 31 the year he or she turns ____?
A. 18 B. 19 C. 20 D. 21
3. Does a 4-H member have to take a project? Yes or No
4. What are the youngest 4-H members called? _____
5. What is the website for your county OSU Extension office? _____
6. How many levels of Cat projects are there?
A. 1 B. 2 C. 3 D. 4
7. Name one intermediate level Food and Nutrition Project. _____
8. How many horse projects are available? _____
9. Name one beginning level Clothing project. _____
10. The project *Family History Treasure Hunt* explores what topic?
A. Geography B. Geology C. Genealogy D. Geometry
11. What project number should you enroll in for Market Chickens? _____
12. Name one new project introduced this year. _____
13. What is the name of the project that explore the art? _____
14. What does the project skill level "A" stand for?
A. Amazing B. All C. Anyone D. Advanced
15. What is the name of the Ohio 4-H traffic safety program called? _____

Adapted from Making the Best 4-H Clubs Better – Version 2.0



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Ohio 4-H Family Guide Scavenger Hunt

Answer Key

1. Who is the Ohio 4-H State Leader? Kirk Bloir
2. A youth's 4-H eligibility ends December 31 the year he or she turns ____?
A. 18 **B. 19** C. 20 D. 21
3. Does a 4-H member have to take a project? Yes or No
4. What are the youngest 4-H members called? Cloverbuds
5. What is the website for your county OSU Extension office? See Back Cover
6. How many levels of Cat projects are there?
A. 1 B. 2 **C. 3** D. 4
7. Name one intermediate level Food and Nutrition Project. See Food & Nutrition Section
8. How many horse projects are available? 12
9. Name one beginning level Clothing project. See Clothing and Textiles Science Section
10. The project *Family History Treasure Hunt* explores what topic?
A. Geography B. Geology **C. Genealogy** D. Geometry
11. What project number should you enroll in for Market Chickens? 150M
12. Name one new project introduced this year. See Inside Front Cover
13. What is the name of the project that explore the artic? Exploring the Poles
14. What does the project skill level "A" stand for?
A. Amazing B. All C. Anyone **D. Advanced**
15. What is the name of the Ohio 4-H traffic safety program called? CARTEENS

Adapted from Making the Best 4-H Clubs Better – Version 2.0



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4-H Bingo

Introduce yourself to others playing the game. As you find individuals who relate to the things in the boxes, write their name in the box. Try not to use the same person more than once.

| B | I | N | G | O |
|--|--|--|---|--|
| Is Left Handed  | Has Ridden a Horse  | Owens a Cat  | Plays an Instrument  | Broken a Bone  |
| Has Been on a Cruise  | Has a Garden  | Never Been on a Plane  | Wears Glasses  | Been out of the Country  |
| Is an Only Child  | Likes Spicy Food  |  Free Space | Knows How to Sew  | Dislikes Ice Cream  |
| Is Afraid of Spiders  | Can Speak 2 Languages  | Shows Livestock  | Has Been to 4-H Camp  | Owens a Dog  |
| Made a New Friend Today  | Has Green Eyes  | Loves to Read  | Loves to Sing  | Has Moved Recently  |

Created by: Beth Boomershine, Extension Educator, Franklin County 4-H Youth Development
Rachel Stoneburner, Program Coordinator, Franklin County 4-H Youth Development



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Get to Know You Games

Bippity Boppity Boo

Everyone stands or sits in a circle with one “It” person in the middle.

The “It” then walks up to a person and says either “Me, Bippity Boppity Boo,” “You, Bippity Boppity Boo,” “Left, Bippity Boppity Boo,” or “Right, Bippity Boppity Boo.” If the “it” person says “Left, Bippity Boppity Boo,” then the person must correctly say the name of the person to the left of them before “it” person finishes saying “Bippity Boppity Boo”

If they say the name correctly, the “It” continues going to other people in the circle. If they make a mistake or don’t say the name in time, they become the new “It.”

Moon Trip

One person announces that he is going on a moon trip and is bringing two things, and names two examples. That person then says that if you want to go then you have to bring two things, and as the “space commander” he will let you know if you can bring the items suggested depending on if the items meet the criteria.

Go around the group and ask them their name and what they will bring. If their items don’t meet the correct criteria, the participant can’t come into space, and move on the next participant. Repeat this a couple times around the group until most participants guess the secret... *The first thing must start with the first initial of camper’s first name and the second thing starts with the first initial of last name.*

Action Syllables

Have the group form a circle. Ask each participant to choose an action for every syllable of their name.

Example: Elvis has 2 syllables, so he does a hip shake with the first syllable of his name and snaps his fingers for the second syllable. Once Elvis has done his actions while saying his name, the whole group repeats.

After the 2nd person does his/her name, the whole group repeats, then does Elvis’s again. This continues around the circle until the last person goes and the entire group is repeated on that turn.

Alibi Game

Participants sit in a circle. One participant is chosen to be the detective and leave the circle briefly. Another participant is chosen as the criminal, without the detective knowing who it is. The detective returns and stands in the center of the circle. The detective goes around the circle, one at a time, asking each person, “Where were you last night?”. Each person responds to the question with their alibi (ex. I was walking my dog, I was at the grocery store, I was watching a movie, etc.).

After each person has given their alibi, the detective goes around the circle a second time asking the same question. Everyone but the person who was chosen as the criminal gives the same answer as the first time, but the criminal gives a different alibi. The detective has to remember everyone’s alibis from the first time around the circle in order to figure out who is the criminal. If they do not guess correctly, the criminal wins and becomes the next detective.

The Blind Cow

All players sit in a circle facing the center. One person is blindfolded and is the “Blind Cow.” The “Blind Cow” should be spun around and then brought to the center of the circle. A bell should then be passed around the circle and rung. The “Blind Cow” will then follow the sound of the bell. The game leader points at the person who should stop the bell.

The “blind cow” now has to guess who is holding the bell (by pointing). If the person is right, the chosen person becomes the cow in the next round. If they are wrong, he has to go again (until they correctly).

<https://www.ultimatecampresource.com/>



Group Games

Face to Face

The leader has the group randomly pair up. Once introductions between partners are made, the leader gives the group a topic to discuss with their partner for 30 seconds or so. At the end of the time, the leader will call for the group to switch partners and call out a new topic.

Try to choose topics that are both fun and insightful. Examples include:

- “If you could have lunch with anyone from history, who would it be?”
- “If you could be granted one wish, what would it be?”

Ten Fingers

Have everyone sit in a circle. Tell them to hold up all 10 fingers. The leader can start off by stating one fact about themselves. For example: “I have been to Florida.” or “I have blue eyes.”

Then the participants who haven’t been to Florida, or don’t have blue eyes, will put one finger down.

This will continue around the circle, having each person share one fact about themselves until someone is all out of fingers. It’s better to try and use less obvious, unique facts about yourself because there is a chance that more people will have to put a finger down if they can’t relate to your fact.

Whoever has the most fingers left at the end of everyone’s turn wins!

Do You Love Your Neighbor

Everyone is seated in chairs forming a circle except for one person standing in the middle. The person in the middle will go to one person seated in the circle and ask them “Do you love your neighbor?” and that person can give two answers:

“Yes, but I don’t like people who...” and they will finish by saying something like “wear purple” and everyone wearing purple has to get up out of their seat and switch to another seat while the person in the middle attempts to sit in one of those seats. The person left standing is now the one who asks the question.

“No.” When given this answer, both people sitting next to the person who answered will have to switch seats while the person who asked the question can take one of those seats and the one left without a seat is now the one who asks the question.

no one can switch to the seat directly next to them at any point

What are you Doing?

Sit in a circle. Choose a person to start. The person starts acting something out, like brushing their teeth. Then the person on their right says “What are you doing?” The first person has to say something they are not doing, and the person that asks has to act what they say out. For example, if the person was miming shooting basketballs, the other person asks “What are you doing?” and they say, “I’m baking cupcakes.” Then the person who asked has to pretend they are baking cupcakes.

Then the person on their right asks “What are you doing?” and so on. Some fun examples are “I’m break dancing while singing the Bob The Builder theme song”, and “I’m doing the macarena while eating a sandwich.” Get creative!

<https://www.ultimatecampresource.com/>





10 4-H Club Ice Breaker and Team Building Resources

A welcoming environment is the cornerstone to a successful 4-H club meeting. Providing youth with fun activities and opportunities to get to know one another offers a foundation for members to feel safe and accepted in the group. Utilize these resources to expand your club's activity resources.

1 Blue Ribbon Games and Activities

- This resource from Kansas State University has a collection of 4-H tried and true 4-H club games and activities. [Blue Ribbon Games and Activities](#)

2 Group Building Activities

- Michigan State University shares group building activities for 4-H clubs. [Group Building Activities](#)

3 Youth Games

- This website provides huge group of ice breaker games for clubs. [Youth Games](#)

4 Plugged In: Ice Breaker Ideas for Virtual Meetings

- This website from the University of Maine shares ideas for ice breakers to be used during virtual club meetings. [Plugged In Resources](#)

5 4-H Recreation Games and Activities

- North Dakota State University offers a handbook for fun games at 4-H club meetings. [4-H Recreation Game and Activities](#)

6 We are Teachers

- This website lists 28 awesome team building games and activities for kids. [We are Teachers](#)

7 Fun Attic

- This online resource features lists of games, blogs, and ice breakers. [Fun Attic](#)

8 4-H Club Recreation and Team Building

- Purdue University shares a recreation packet filled with games to keep members having fun. [Recreation Packet](#)

9 Unicef Kid Power

- This website provides a great list of team building activities for kids. [Unicef Kid Power](#)

10 Icebreaker Ideas

- This website provides link to trivia, questions, riddles, games, and other fun ideas. [Icebreaker Ideas](#)

Compiled by: Beth Boomershine and Rachel Stoneburner, February 2021



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Transitioning 4-H Community Club Experiences through Targeted Volunteer Training

Rachel Stoneburner, MS ACEL Non-Thesis Project

Project Committee:

Dr. Jeff King, Advisor

Dr. Kirk Blair, Committee Member



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EXTENSION





About Rachel



CFAES

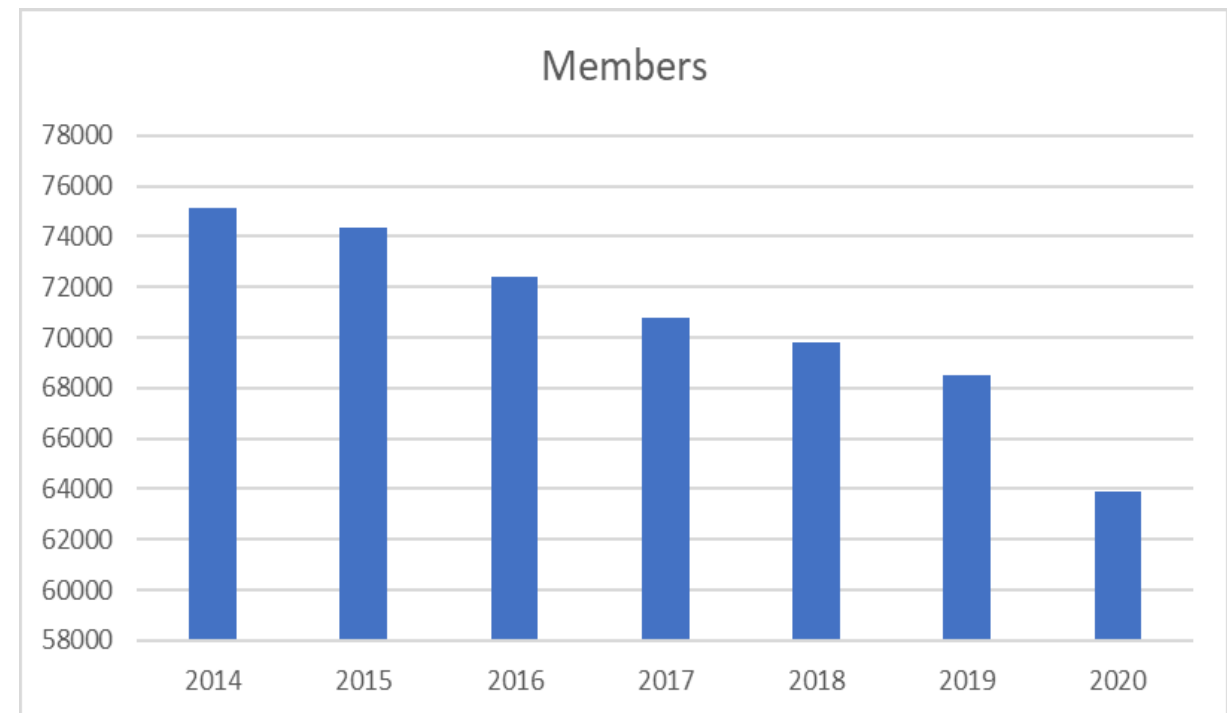
- I am currently serving as the Franklin County 4-H Program Coordinator. I have been in the position since 2019 and have LOVED every minute!
- I have earned two Associates degrees and a Bachelors of Science from The Ohio State University, all from CFAES.
- I grew up on my family's grain farm in Amanda, Ohio and I am proud 4th generation farmer.
- In my free time, I enjoy spending time with family and friends, reading a good book, or just being in the great outdoors.
- I was an 11 year 4-H member in Fairfield County, where I raised and showed rabbits, market goats, and dairy feeders along with completing several non-livestock projects.



Ohio 4-H Community Club Membership by the Numbers

Data from 2014-2020

- The purpose of this study will be to gain a better understanding of the factors that affect why 4-H Youth membership is declining in first through third-year members.
- Ohio 4-H is engaging members through
 - ☐ Community Clubs
 - ☐ SPIN Clubs
 - ☐ Afterschool Programs
 - ☐ In-School Programs
- Ohio 4-H is losing an average of 1,875 kids per year in 4-H community clubs.



Project Objectives

Objective 1

Evaluate parent perspectives of 4-H community clubs whose child(ren) are in their first three years as a project member and plan to return to the Franklin County 4-H community club program.

Objective 2

Evaluate parent perspectives of 4-H community clubs whose child(ren) are in their first three years as a project member and do not plan to return or are uncertain about returning to the Franklin County 4-H community club program.

Objective 3

Develop appropriate volunteer resources to support a positive club environment.



Methods and Procedures

- Qualitative Qualtrics survey
- 26 Likert-Scale statements
- Open-ended questions
- Franklin County 4-H was the pilot program for the survey
- Emailed to parents of members who are in 1-3 years of the program.
- Data collected from October 28, 2021 to November 24, 2021.



Community Club Activities



- **Returning (n=56)**
 - 100% agree the educational component of 4-H positively impacts their member
 - 19% didn't like their 4-H project work
 - 16% shared that they were bored with 4-H club activities
- **Not Returning / Unsure about Returning (n=9)**
 - 55% believe the educational component of 4-H is positively impacting their member
 - 55% were bored with 4-H club activities
 - 33% didn't like their project work

Community Club Leaders



- **Returning (n=56)**
 - 30% agree the deadlines and expectations were not clearly communicated
 - 11% didn't feel connected to their community club leader
- **Not Returning / Unsure about Returning (n=9)**
 - 77% don't feel as though deadlines and expectations were communicated clearly
 - 77% don't feel as though they have a good understanding of the 4-H program

Welcoming Club Environment

- **Returning (n=56)**
 - 36% didn't feel connected with other members in their club
 - 16% lacked a sense of belonging in their community club
- **Not Returning / Unsure about Returning (n=9)**
 - 55% lacked a sense of belonging in their club
 - 33% didn't make any new friends in their club



Other Survey Questions

- **Returning (n=56)**
 - 63% didn't enjoy meeting virtually with their club
 - 38% struggle with meeting the attendance requirement
- **Not Returning / Unsure about Returning (n=9)**
 - 77% didn't have their needs met during virtual club meetings
 - 55% difficult for families to meet the attendance requirements



Key Findings

- Not all of the survey results were as they would be expected.
- Members are not leaving the program because of a negative experience; it can be assumed that they are leaving due to the lack of understanding, communication, and sense of belonging.
- The exit reasons informed resource creation.

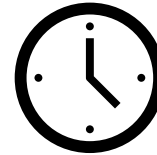


Core Development Areas



Communication

- Expectations aren't clearly laid out to members.



Boredom

- Meetings can be very boring for members.



Understanding

- 4-H can be a foreign language to those who are new to the club.



Unwelcoming

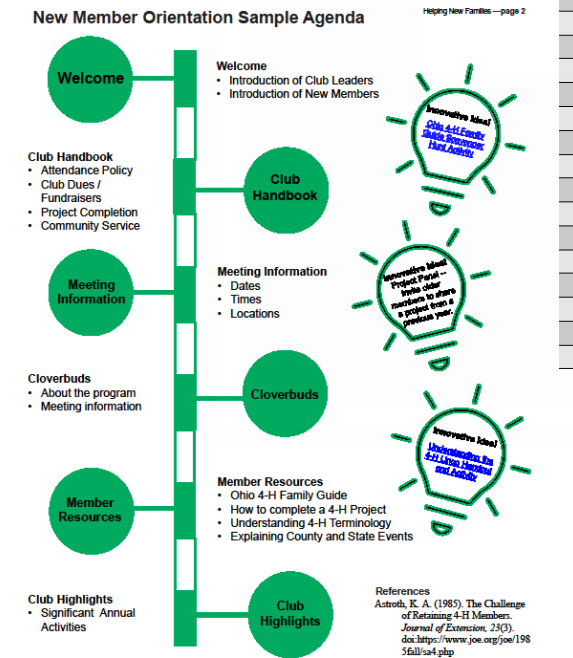
- Members want to feel as though they belong in their club and are important.

Recommendations

1. Targeted Volunteer Training
2. Orientation Opportunities
3. Member Directed Programming
4. New Family Road Maps
5. New Family Coordinator
6. Annual Club Evaluation
7. Multi-County, Regional, or Statewide Survey
8. Parent Involvement
9. Curriculum Peer Reviewed and Distributed to 4-H Professionals and Community Club Leaders

Important Club Dates

| Date | Event | Place | Time |
|-----------|---------------------|---------------|----------|
| 1.1.2021 | Officer Elections | Town Hall | 6:30 PM |
| 2.12.2021 | Community Service | Senior Center | 7:00 PM |
| 3.15.2021 | Fundraiser | Pizza Place | 5:00 PM |
| 4.1.2021 | Enrollment Deadline | 4-HOnline | 11:59 PM |



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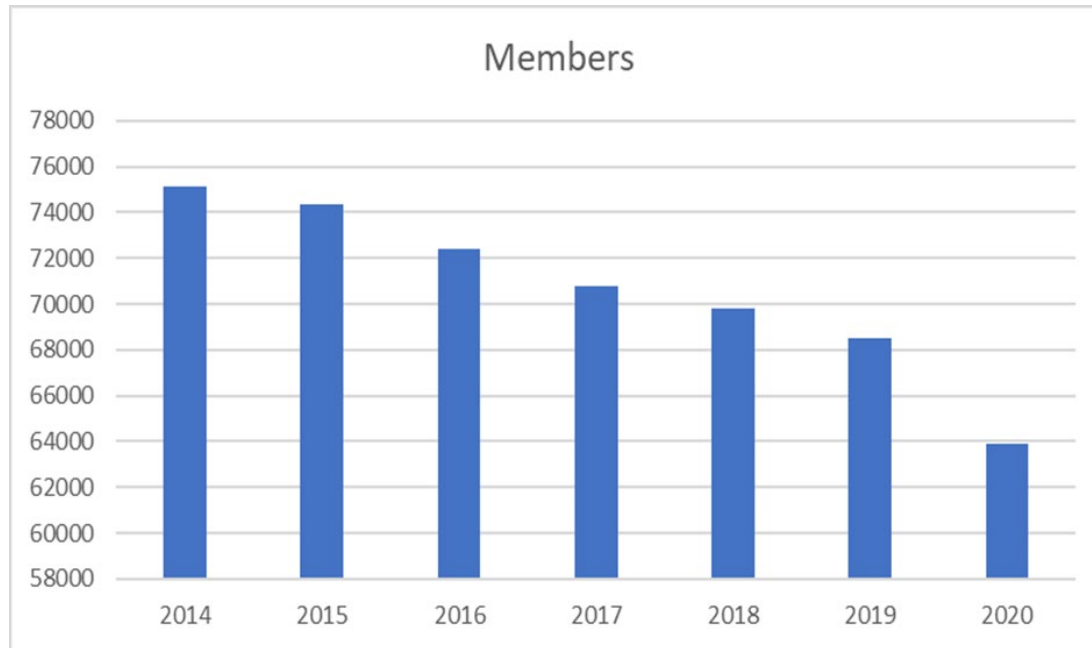


Resources Created

1. 4-H Club Leader Handbook
2. Helping New Families Understand the Culture of 4-H Fact Sheet (Communication)
3. Effective 4-H Club Communication Strategies Fact Sheet (Communication)
4. New Family Coordinator Position Description (Communication)
5. Club Handbook (Communication)
6. Creating a Club Google Site Video Walk-Through (Communication)
7. Enhancement of Meetings Matter Evaluation Tool (Club Evaluation)
8. Utilizing Club Committees (Welcoming Environment)
9. Creating a 4-H Club Welcome Committee Fact Sheet (Welcoming Environment)
10. Revision of Ohio 4-H Scavenger Hunt (Welcoming Environment)
11. Bingo Game (Welcoming Environment)
12. Get to Know You and Group Games (Welcoming Environment)
13. Icebreakers (Welcoming Environment)

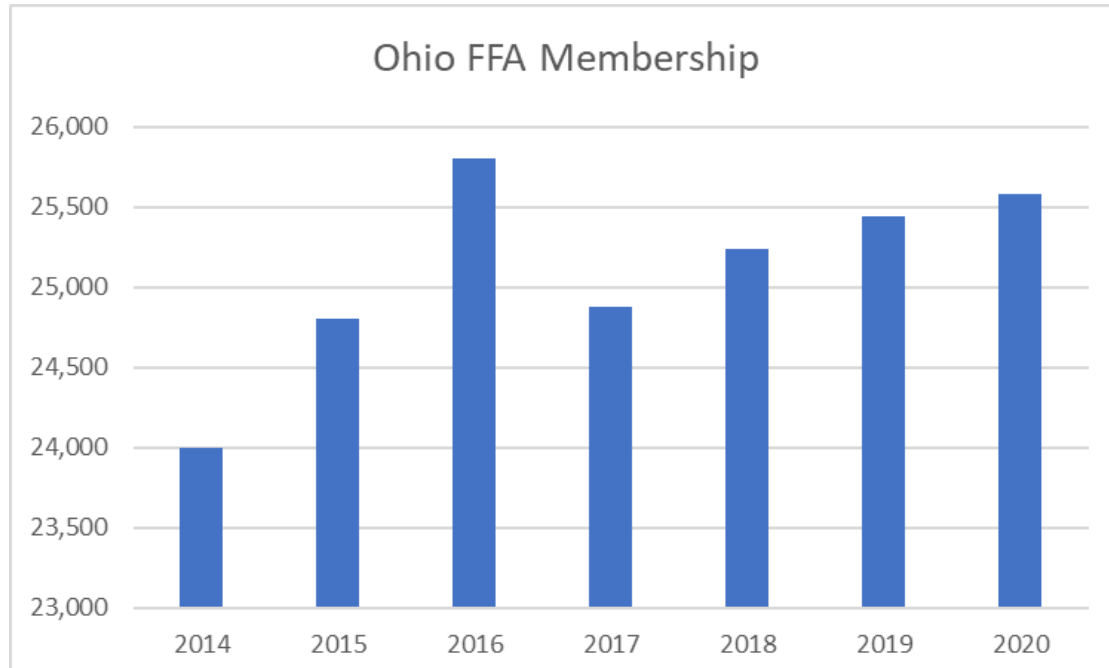


Ohio 4-H Fast Facts



- 9,802 first year members in 2021 (2021 Ohio 4-H Stats Report)
- From 2014 – 2020 Ohio 4-H lost on average 1,875 youth members a year
- 200 self-guided projects for members to explore
- Community clubs are volunteer run, Extension office/personnel supported
- Extension/4-H Programming is sponsored through County Commissioner funds or tax levies
- 4-H Offers SPIN programming – a six-hour specialized experience (i.e., rabbits, flowers, gardening)
- Summer camp programming offered for youth (8-13) and teens
- Opportunity for state and national leadership experiences
- 27 achievement award areas for a chance to attend National 4-H Congress
- Partnerships with organizations such as Apple and Google
- County participation fees – vary
- Club participation fees - vary

Ohio FFA Fast Facts



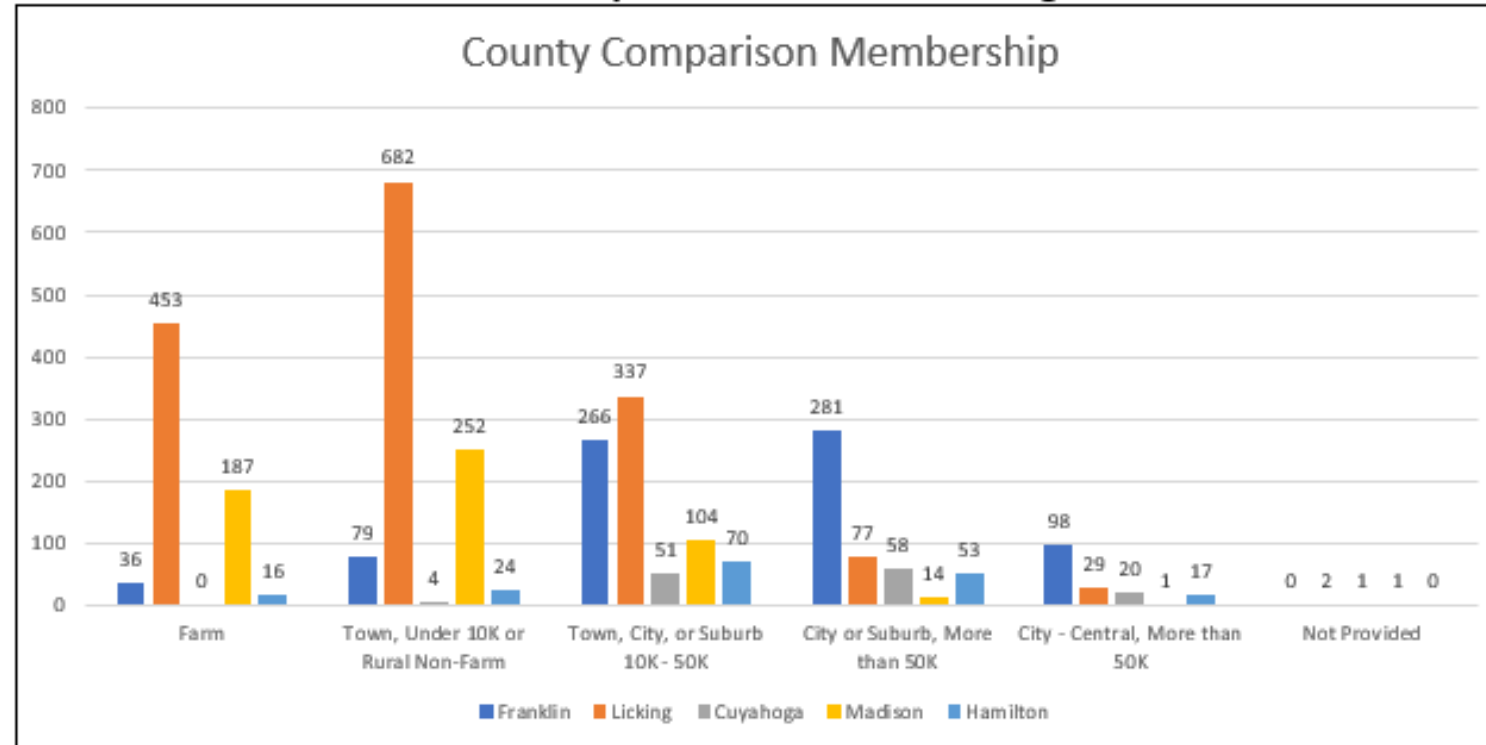
- In School program with afterschool requirements
- FFA members are required to complete Supervised Agricultural Experiences (SAEs)
- Community service hour requirements
- Required attendance at FFA Meetings, usually held after school
- Can participate in Career Development Events or Leadership Development Events
- Opportunities for state and national experiences/officer positions
- Summer camp programming offered
- FFA Advisor must be a licensed teacher
- \$17 Ohio membership fee
- Chapter fees - vary

National Boy Scouts of America Fast Facts



- According to an ABC News article, there has been a 43% decrease in membership in Boy Scouts and a 30% decrease in Girl Scouts.
- Volunteer run community-based troops
- Opportunity to receive badges for continued work in certain areas
- Eagle Scout capstone project
- Participation fee of \$72 per year.
- Afterschool programming

Is Franklin County 4-H a Rural or Urban Program?



| County | Enrollment as of 4.12.22 | Number of Clubs |
|----------|--------------------------|-----------------|
| Franklin | 760 | 42 |
| Licking | 1580 | 68 |
| Cuyahoga | 135 | 14 |
| Madison | 559 | 30 |
| Hamilton | 180 | 9 |

Franklin County is an urban county with very strong rural roots.