

# Growing Together

## 4-H Professional, Research, Knowledge and Competencies 2017



United States Department of Agriculture  
National Institute of Food and Agriculture  
4-H National Headquarters

## About 4-H

4-H is NIFA's flagship positive youth development and education program. The unique partnership with the Cooperative Extension System through land-grant universities and the National 4-H Council empowers young people to lead for a lifetime.

## About the National Institute of Food and Agriculture

The U.S. Department of Agriculture's (USDA) National Institute of Food and Agriculture (NIFA) invests in and advances innovative and transformative initiatives to solve societal challenges and ensure the long-term viability of agriculture. NIFA's integrated research, education and extension programs support the best and brightest scientists and extension personnel whose work results in user-inspired, groundbreaking discoveries that combat childhood obesity, improve and sustain rural economic growth, address water availability issues, increase food production, find new sources of energy, mitigate climate variability and ensure food safety. To learn more about NIFA's impact on agricultural science, visit [www.nifa.usda.gov](http://www.nifa.usda.gov)

#

USDA is an equal opportunity lender, provider and employer.

## 4-H Professionals:

Congratulations on choosing to serve youth through 4-H positive youth development programs. Your work is important to our youth, families, communities, and nation.

4-H prides itself on building each learning and positive youth experience with a scholarly and research foundation. In the 1980's, the 4-H Professional, Research, and Knowledge (PRK) framework was developed through a research project to provide a basis for professional development. There have been periodic reviews and revisions as the field of positive youth development has progressed. In 2004, Competencies were added to the work to create the PRKC.

We are pleased to present to you "Growing Together: 4-H PRKC 2017". This document represents an extensive review and revision led by individuals from throughout the Cooperative Extension system. Please review the list of committee members on the next page to see the 41 experts representing 24 land grant universities who contributed to this work. We appreciate their dedication and hard work in this endeavor.

The 4-H PRKC consists of six domains that create the framework for professional competencies that are vital to the success of the 4-H professional. Each domain is broken into topics, components, and competencies.

This document is useful for the 4-H professional in determining his or her own professional competence and professional development goals. The PRKC can also be used as a guide for writing job descriptions and determining roles of the 4-H professionals. Individuals and teams responsible for group professional development can utilize the tools to development a training plan and design. A self-assessment tool accompanies the PRKC that will be used by 4-H professionals.

Using the PRKC will help assure you are prepared to meet the needs of young people involved in 4-H youth development programs. 4-H strives to be a leader in positive youth development, reaching young people and empowering them with skills to lead for a lifetime. You are an important part of this journey. Thank you for your contributions.

Sincerely,

PRKC Co-Chairs

Doug Swanson  
4-H National Headquarters  
Division of Youth & 4-H  
NIFA, USDA

Nancy Hegland  
University of Minnesota

Carrie Stark  
University of Nevada-Reno

## **4-H PRKC 2017 Development Team**

### **PRKC Team Co-Chairs**

Nancy Hegland, University of Minnesota Extension, Center for Youth Development  
Carrie Stark, University of Nevada Cooperative Extension 4-H Youth Development  
Doug Swanson, 4-H National Headquarters, NIFA/USDA

### **PRKC Team Members**

#### *Youth Development*

Chair: Janet Fox - Louisiana State University AgCenter  
Marissa Blodnik - NJ  
Missy Cummins - WA  
Michelle Krehbiel - NE

#### *Youth Program Development*

Chair: Annette Haas - Colorado State University Extension 4-H Youth Development  
Rukeia Draw-Hood - TX  
Warren Crawford - WY  
Nicole Pokorney - MN

#### *Volunteerism*

Chair: Rebecca Mills, Utah State University Extension  
Jean Glowacki Beeman, CO  
Julie Chapin, MI  
Chris D. Gleason, IA (retired)  
Heidi Haugen, MN  
Jennifer Loblely, ME  
JoLynn Miller, CA  
Gemma M. Miner, CA

#### *Partnerships*

Chair: Judy Levings - Iowa State University 4-H (retired) and University of Florida 4-H (retired)  
Brenda Allen - IA  
Pam Arden - SC  
Brian Luckey - ID  
Kellee Rembert - SC  
Abby Smith - GA

*Access, Equity, and Opportunity*

Chair: Mitzi Downing - North Carolina State University 4-H & FCS  
Patricia Dawson - OR  
Walter Dirl - TN  
Lori Gallimore - TN  
Meg Sage - WI

*Organizational Systems*

Chair: Lauren Hrnčírik - Washington State University 4-H  
Christy Bartley - PA  
Gloria Kraft - NJ  
Scott Nash - ID  
Deb Weitzenkamp - NE  
Elijah Wilson - KY

*Reviewers*

Mary Arnold - OR  
Melissa Cater - LA  
Lisa Bouillion Diaz - IL  
Joseph Donaldson - TN  
Kendra Lewis - CA  
Dorothy McCargo Freeman - MN  
Ben Silliman – NC

*Editors*

Colleen Byrne, University of Minnesota Extension Center for Youth Development  
Frances Brown, University of Nevada Cooperative Extension 4-H Youth Development

# Growing Together

## 4-H Professional, Research, Knowledge and Competencies 2017

	<b>Page</b>
<b>Welcome Letter</b>	3
<b>Acknowledgements</b>	4
<b>Youth Development</b>	7
• Growth and Development (5-19 YEARS)	
• Youth Development Theory	
• Youth Development Practice	
<b>Youth Program Development</b>	9
• Community and Program Needs Assessment	
• Program Design	
• Program Delivery	
• Program Evaluation	
<b>Volunteerism</b>	12
• Personal Readiness	
• Organizational Readiness	
• Identification of Volunteers	
• Volunteer Development	
• Volunteer Training	
• Volunteer Program Management	
<b>Access, Equity and Opportunity</b>	15
• Sensitivity	
• Awareness	
• Communication	
• Inclusive Programming	
• Inclusive Organizations	
<b>Partnerships</b>	19
• Youth as Partners	
• Families as Partners	
• Organizations and Communities as Partners	
<b>Organizational Systems</b>	22
• Organizational Effectiveness	
• Personal Effectiveness	
• Marketing and Public Relations	
• Resource Development and Management	
• Risk Management	
• Professionalism	
<b>References</b>	27

# Youth Development Domain

*Utilizing the knowledge of the human growth and development process to create environments that help youth reach their full potential*

## Topic: Growth and Development (5-19 YEARS)

### 1. Component: Physical Development

#### ***Competencies:***

- a) Identifies biological transitions of development
- b) Articulates how biological transitions influence program design
- c) Identify how biological transitions influence program design
- d) Understand the factors that impact human growth and development
- e) Connect knowledge to developmentally appropriate practices for physical growth
- f) Account for unique individual differences when programming
- g) Utilize appropriate programmatic adaptation for youth with special physical needs

### 2. Component: Cognitive Development

#### ***Competencies***

- a) Recognizes cognitive stages across age groups
- b) Facilitates the growth in thinking from concrete to abstract
- c) Understands how the cognitive stages along with unique individual circumstances inform program design and the need for age-level curriculum
- d) Understands the effects of brain development on a young person's decision making abilities

### 3. Component: Social and Emotional Development

#### ***Competencies***

- a) Implements programming that helps youth regulate their emotions, thoughts, and behaviors in different situations
- b) Assists youth in developing empathy.
- c) Establishes and maintains healthy relationship with all youth
- d) Creates program that help youth recognize how their emotions, thoughts influence their behavior
- e) Identifies how ethical standards, social norms, and the well-being of self and others influences responsible decision making

### 4. Component: Mental Health

#### ***Competencies***

- a) Knowledge of and the ability to identify common mental health issues
- b) Recognizes behaviors that are indicators of mental health issues
- c) Ability to refer young people to necessary professional services

## **5. Component: Trauma Informed Approach**

### ***Competencies***

- a) Displays an understanding of trauma and its effect on brain development
- b) Uses trauma informed strategies and techniques when working with youth and adults
- c) Develops programming utilizing a trauma informed approach

## **Topic: Youth Development Theory**

### **1. Component: Positive Youth Development**

#### ***Competencies:***

- a) Intentionally designs program to promote positive outcomes for youth through the provision of opportunities, relationships, and supports
- b) Understands history, changes, trends, and technology and its impact on the roles of youth in society

### **2. Component: Ecological Model**

#### ***Competencies:***

- a) Recognizes the influence of multiple contexts on youth development
- b) Articulates the impact of these contexts on youth development for specific situations
- c) Recognizes the cultural, technological, and social influences and differences for amongst various youth within systems

### **3. Component: Resiliency Theory**

#### ***Competencies:***

- a) Recognizes the role/function that communication, planning, and problem solving has in building resiliency
- b) Designs programs that maximize protective factors such as self-confidence, managing strong feelings and impulses to handle adverse situations or events
- c) Create relationships that maximize protective factors such as self-confidence managing strong feelings and impulses to handle adverse situations or events

## **Topic: Youth Development Practice**

### **1. Component: Relationship Building**

#### ***Competencies:***

- a) Creates a positive relationship at all levels with youth, families, and community partners
- b) Maintains appropriate emotional and physical boundaries with youth
- c) Maintains a mentor-learner relationship with youth and volunteers
- d) Understands impacts of adult role models and mentoring
- e) Aware of community referral and invention opportunities

- f) Demonstrates character through modeling positive behaviors

## **2. Component: Positive Behavior Support**

### ***Competencies:***

- a) Sets up environments and programs to promote positive behavior
- b) Implements personal and group strategies to deal with inappropriate behavior in appropriate, affirming ways
- c) Demonstrates understanding of conflict management and resolution
- d) Models positive behavior and provides leadership for others in this area

## **3. Component: Programming for Life Skill Development**

### ***Competencies:***

- a) Articulates the essential relationship between program activities and life skills
- b) Ensures activities are intentionally designed to develop critical life skills
- c) Provides meaningful engagement for participants
- d) Uses or develops programs that allow youth to practice life skills
- e) Articulates the importance of basic age appropriate learning
- f) Utilizes age appropriate learning techniques to promote the development of life skills

# **Youth Program Development Domain**

***Planning, implementing, and evaluating programs that achieve youth development outcomes.***

## **Topic: Community and Program Needs Assessment**

### **1. Component: Accessing Existing Information**

#### ***Competencies:***

- a) Knows how to access existing sources of demographic and community data
- b) Uses and interprets data from various sources (examples: U. S. Census, GIS, school, Kids Count, etc.)
- c) Uses current research to help identify and develop program opportunities

### **2. Component: Gathering Community Perspectives**

#### ***Competencies***

- a) Knows methods and techniques for gathering data both from young people and adults (community forums, focus groups, interviews, surveys)
- b) Utilizes the appropriate methods and techniques for gathering community perspectives

### **3. Component: Setting Priorities and Securing**

#### ***Competencies***

- a) Works with advisory boards and committees to obtain input regarding program priorities

- b) Determines significance and prioritizes problems and issues
- c) Identifies potential community partners and collaborators
- d) Shares findings with appropriate stakeholders

## **Topic: Program Design**

### **1. Component: Theories of Action and Change**

#### ***Competency:***

- a) Understands and utilizes appropriate theories of change to describe how a program will achieve its intended outcomes
- b) Understands and articulates theories of action that describe the connection of a programs activities to the program's theory of change and program outcomes

### **2. Component: Design Frameworks**

#### ***Competencies:***

- a) Understands and utilizes a framework for program planning such as logic modeling
- b) Facilitates program development using a planning framework
- c) Communicates program plans to relevant stakeholders
- d) Periodically reassesses program plans

### **3. Component: Learning and Curriculum Development**

#### ***Competencies:***

- a) Knows and applies experiential approaches to learning
- b) Knows characteristics of quality youth development curricula
- c) Selects, adapts, and utilizes curricula appropriately
- d) Uses a theory of action to develop learning activities, experiences and curricula that is based on current research and knowledge

### **4. Component: Program Quality Standards and Accountability**

#### ***Competencies:***

- a) Knows characteristics of effective youth development programs
- b) Selects and applies a youth program quality standards framework in program design and delivery (examples-YPQA, Eccles and Gootman)
- c) Understands and uses program quality assessment tools for program improvement and accountability

### **5. Component: Evaluation Planning**

#### ***Competency:***

- a) Incorporates evaluation planning into program design

## **Topic: Program Delivery**

### **1. Component: Learning Strategies**

#### ***Competencies:***

- a) Understands a variety of learning styles
- b) Assesses factors that affect learning
- c) Demonstrates ability to modify and adapt strategies in accordance with audience needs and other factors

### **2. Component: Instruction**

#### ***Competencies:***

- a) Utilizes lesson plans and/or teaching outlines
- b) Understands and applies appropriate teaching methods
- c) Facilitates learning using various teaching techniques
- d) Uses appropriate equipment, devices, and technology in support of teaching and learning

### **3. Component: Educational Technology**

#### ***Competencies:***

- a) Develops the capacity to utilize current educational technology into programming, including, but not limited to mobile, web-based, software, and hardware resources
- b) Understands that educational technology can be used as a remote learning tool
- c) Understands how to manage situations where technology is a barrier or distraction to learning

## **Topic: Program Evaluation**

### **1. Component: Evaluation Methods**

#### ***Competencies***

- a) Understands multiple approaches to evaluation
- b) Understands the difference between process and outcome evaluation
- c) Skilled in the use of both qualitative and quantitative evaluation methods
- d) Knows protocols and procedures for collecting and handling data
- e) Understands IRB process and when it is appropriate to seek approval

### **2. Component: Evaluation Design and Implementation**

#### ***Competencies:***

- a) Develops meaningful evaluation questions
- b) Implements standard evaluation tools (e.g. common measures, rubrics, observation checklists, etc.)
- c) Specifies appropriate indicators of change
- d) Selects evaluation methods appropriate for the evaluation question and indicators to be assessed

- e) Develops a timeline for evaluation implementation
- f) Knows different evaluation designs and the ways in which designs impact rigor

**3. Component: Analysis and Interpretation**

***Competencies:***

- a) Knows procedures for analyzing quantitative and qualitative data
- b) Can interpret findings and articulate reasonable conclusions

**4. Component: Communicating Evaluation Results**

***Competency:***

- a) Communicates evaluation results in a manner congruent with stakeholder needs

## **Volunteerism Domain**

***Building and maintaining a volunteer program management system for the delivery of youth development programs***

### **Topic: Personal Readiness**

**1. Component: Philosophy of Volunteerism**

***Competencies:***

- a) Develops and demonstrates personal philosophy of volunteerism in congruence with professional ethics
- b) Articulates a belief in the competence of volunteers
- c) Develops and/or supports an organizational philosophy of volunteerism
- d) Understands various volunteer roles and value to the organization

**2. Component: Trends in Volunteerism**

***Competencies:***

- a) Identifies and engages expanded, diverse audiences as volunteers
- b) Understands societal trends and adapts volunteer management strategies accordingly
- c) Appropriately applies technology to communicate with volunteers
- d) Understands and utilizes e-volunteerism

**3. Component: Advocating for Volunteerism**

***Competencies:***

- a) Knows role of organizational volunteers and communicates benefits to community, organization, and individuals
- b) Educates colleagues on the value of volunteerism

## **Topic: Organizational Readiness**

### **1. Component: Climate for Volunteerism**

#### ***Competencies:***

- a) Creates and supports a positive organizational environment for volunteerism
- b) Develops and supports staffing structures that align and support meaningful roles for volunteers
- c) Understands best practices for engaging first generation volunteers
- d) Identifies and addresses barriers to volunteering for 4-H

### **2. Component: Identifying the Need for Volunteers**

#### ***Competencies:***

- a) Develops and conducts assessments of community assets and needs
- b) Develops and conducts assessment of organizational assets and needs

### **3. Component: Developing Volunteer Roles**

#### ***Competencies:***

- a) Identifies potential volunteer roles and responsibilities
- b) Develops written volunteer role descriptions

## **Topic: Identification of Volunteers**

### **1. Component: Recruiting Volunteers**

#### ***Competencies:***

- a) Understands fundamentals of human motivation as related to volunteerism
- b) Understands and implements multiple recruitment strategies based upon role responsibilities and community demographics
- c) Recognizes roles and responsibilities for episodic, short-term, long-term, and virtual volunteer commitments
- d) Promotes different levels of responsibilities for volunteers

### **2. Component: Selecting Volunteers**

#### ***Competencies:***

- a) Understands the purpose of appropriate selection strategies
- b) Knows and understands the state volunteer selection policies and process
- c) Identifies selection strategies appropriate for the volunteer roles based upon the responsibilities and organizational policies
- d) Identifies and matches individuals' motivation, skills and time commitment with available roles and responsibilities

## **Topic: Volunteer Development**

### **1. Component: Adult Development and Learning Theory**

#### ***Competency:***

- a) Applies teaching and learning strategies appropriate for diverse adult audiences

### **2. Component: Volunteer Orientation**

#### ***Competencies:***

- a) Develops and conducts initial orientation to the organization
- b) Conducts ongoing orientation that reflects organizational changes

### **3. Component: Volunteer Training**

#### ***Competencies:***

- a) Provides educational opportunities for volunteers on youth development, organization's operational policies and procedures, and current volunteer competencies
- b) Provides educational opportunities for volunteers on relevant subject matter and organizational leadership strategies
- c) Provides educational opportunities for volunteers on risk management practices, policies and procedures
- d) Provides educational opportunities for volunteers on expansion and outreach to new and diverse audiences

## **Topic: Volunteer Program Management**

### **1. Component: Volunteer Supervision and Coaching**

#### ***Competencies:***

- a) Delegates appropriate responsibilities to volunteers
- b) Motivates volunteers to reach potential
- c) Addresses behaviors not consistent with acceptable standards
- d) Conducts and provides regular/routine performance feedback to volunteers
- e) Implements disciplinary strategies as needed including remediation, counseling, probation and dismissal

### **2. Component: Recognition of Volunteers**

#### ***Competencies:***

- a) Promotes and implements appropriate intrinsic and extrinsic recognition strategies
- b) Provides and supports expanded leadership opportunities

### **3. Component: Evaluation and Communication of Volunteer Efforts**

#### ***Competencies:***

- a) Develops and conducts impact assessment of volunteer efforts

- b) Communicates program impact and value of volunteer efforts to stakeholders (both privately and publicly)
- c) Engages volunteers in telling/sharing the program impact/public value

## **Access, Equity, and Opportunity Domain**

*Interacting effectively and equitably with individuals, and building long-term relationships with diverse communities. Culture is defined as the intersection of one's national origin, religion, language, sexual orientation, socioeconomic class, age, gender identity, race, ethnicity, and physical and developmental ability*

### **Topic: Sensitivity**

#### **1. Component: Personal Readiness for Valuing Diversity**

##### ***Competencies:***

- a) Demonstrates awareness of one's own cultural beliefs and practices
- b) Seeks new knowledge regarding cultural beliefs and practices
- c) Builds relationships of trust, safety and mutual respect with different individuals and groups
- d) Acknowledges "not knowing" when one doesn't understand and seeks clarification when appropriate
- e) Commits to lifelong learning about diverse individuals, groups and communities
- f) Exhibits self-awareness including one's own cultural/social identities, assumptions, values, norms, biases, stereotypes, preferences, experience of privilege and oppression, and how they shape one's world view
- g) Communicates the cultural and environmental effects on learning, behavior, and development

#### **2. Component: Respect and Honor for Cultural and Human Diversity**

##### ***Competencies:***

- a) Promotes acceptance of and respect for diversity (culture, race/ethnicity, gender, religion, gender identity, language, etc.)
- b) Understands how class, gender, age, experiences, etc. affect individuals and their decisions, reactions and interactions
- c) Demonstrates a realization and understanding of internalized oppression and its impact on identity and self-esteem

### **Topic: Awareness**

#### **1. Component: Values, Norms and Practices**

##### ***Competencies:***

- a) Understands one's own cultural heritage and acknowledges how it affects their values and assumptions

- b) Understands differing body language, verbal expressions, and how they communicate meaning
- c) Understands differing values, norms, practices, and traditions
- d) Resolves conflicts in culturally appropriate manner
- e) Intervenes to explicitly address negative stereotyping and discriminatory statements or practices when they occur
- f) Understands cultural competency is continually evolving

**2. Component: Pluralistic Thinking**

***Competencies:***

- a) Understands other world views and perspectives
- b) Recognizes the validity of multiple perspectives
- c) Strives to think openly and inclusively without prejudging others

**3. Component: Power, Privilege and Policy**

***Competencies:***

- a) Understands that there are unjust institutional barriers that exist for diverse groups
- b) Understands the effects of differences in historical power and privilege, including institutional privilege and internalized oppression
- c) Understands and promotes laws and policies that support diversity and pluralism
- d) Knows the history of diverse groups in society and the effect of historical events on present day behavior
- e) Knowledgeable of prejudice, classism, homophobia, etc. and the origins of “isms”
- f) Recognizes that practices, guidelines and policies may need to be created and/or adapted to be more inclusive

**Topic: Communication**

**1. Component: Open Attitude**

***Competencies:***

- a) Reserves judgment in a cross-cultural interaction
- b) Reacts in a non-defensive manner
- c) Values differing cultures and beliefs when conflict arises and works to resolve conflicts in culturally appropriate manner
- d) Understands that change is necessary to be more inclusive
- e) Considers multiple viewpoints in problem solving

**2. Component: Speech and Written Communication**

***Competencies:***

- a) Understands the ways that cultural differences affect verbal and nonverbal communication and the notion of personal space

- b) Ensures that communication/information meets the cultural, language and literacy levels required for full understanding
- c) Uses language that is respectful and bias-free
- d) Communicates one's own perspective with clarity
- e) Understands potential challenges in cross-cultural communication and can respond effectively
- f) Uses non-blaming language to talk about issues of difference
- g) Demonstrates an awareness of the impact of words and actions

### **3. Component: Active Listening**

#### ***Competencies:***

- a) Listens in accordance with the cultural context
- b) Provides feedback in order to check for mutual understanding for intended meaning

## **Topic: Inclusive Programming**

### **1. Component: Promotion of Meaningful Engagement**

#### ***Competencies:***

- a) Gains sufficient, meaningful input from diverse communities/individuals to design programs
- b) Promotes programs that respect and incorporate cultural differences
- c) Listens to individuals and not just data/statistics
- d) Utilizes the four-fold developmental approach for engagement of diverse communities (Four-Fold Model for Acculturation)

### **2. Component: Program Design**

#### ***Competencies:***

- a) Uses appropriate, inclusive marketing techniques such as personal marketing, relationship marketing, and/or ethnic marketing
- b) Provides a learning environment that supports diverse needs and abilities
- c) Uses educational approaches and materials that will capture the attention of the intended audience
- d) Engages the community in designing the learning opportunities

### **3. Component: Program Implementation**

#### ***Competencies:***

- a) Considers accessibility, availability, neutrality, language, etc. when implementing programs
- b) Uses materials that reflect the language, art, music, stories, and games from various cultural traditions
- c) Covers issues/topics on the subject that are important to the learners
- d) Provides learning experiences for applying relevant ideas to the learner

- e) Selects examples and materials that are relevant to the learners' life experiences and culture
- f) Uses facilitation skills to encourage everyone's participation
- g) Involves participants as partners in their learning

#### **4. Component: Collaboration**

##### ***Competencies:***

- a) Collaborates with diverse communities/individuals to assess their needs
- b) Engages local, diverse, community-based individuals in advisory committees, volunteer opportunities, etc.
- c) Engages representative stakeholders as equal partners with an equal voice in the programming process
- d) Encourages participants and volunteers in opportunities to provide service to others and improve the community

### **Topic: Inclusive Organizations**

#### **1. Component: Policies and Procedures**

##### ***Competencies:***

- a) Knowledgeable of organizational culture that promotes achievement for culturally and linguistically diverse audiences
- b) Uses policies, rules, procedures, and best practices fairly to the extent possible to accommodate needs of the diverse audiences
- c) Actively recruits, supports and retains volunteers, advisory members, and partners who reflect the diversity of the community
- d) Develops an awareness of oppressive systems and serves as an ally to those being oppressed
- e) Fosters an inclusive work environment where human differences and similarities are welcomed, valued, and utilized at all levels
- f) Encourages a nurturing environment where all employees, youth and volunteers have equal access to opportunities for personal and professional growth, recognition and rewards, as well as other opportunities
- g) Establishes goals and accountability measures to ensure diversity in program participation and program content
- h) Protects and appreciates the need for confidentiality when appropriate
- i) Understands and complies with Civil Rights regulations

#### **2. Component: Community Outreach**

##### ***Competencies:***

- a) Understands how social change occurs
- b) Forms programmatic partnerships across intercultural differences and involve community cultural leaders
- c) Designs materials and information that reflects the needs of diverse communities

- d) Shows an awareness of existing assets and resources in diverse communities
- e) Uses community resources to expand participants' knowledge and understanding of their community
- f) Knows how to gain sufficient, meaningful input from diverse communities to design programs
- g) Knows organizations in the community where participants/volunteers can be referred to for special needs (depression, substance abuse, etc.)

## **Partnerships Domain**

### ***Engaging youth in community development and the broader community in youth development***

#### **Topic: Youth as Partners**

##### **1. Component: Continuum of Youth Engagement**

###### ***Competencies:***

- a) Assesses readiness of young people and adults to engage as partners
- b) Recognizes one's own strengths and limitations in engaging in youth-adult partnerships
- c) Understands and articulates the continuum of youth engagement
- d) Applies the continuum principles to youth work
- e) Advocates for the engagement of young people
- f) Demonstrates values consistent with youth engagement
- g) Serves as a role model in youth engagement

##### **2. Component: Creating and Maintaining Partnerships**

###### ***Competencies:***

- a) Creates safe, open, accepting environments for both youth and adults
- b) Fosters development of intergenerational relationships
- c) Ensures adequate representation of young people in all areas of decision making
- d) Facilitates dialogue that ensures a youth voice
- e) Provides opportunities for young people to lead
- f) Understands realistic expectations from youth and adults in partnerships
- g) Provides consistent encouragement for the growth of the partnership
- h) Builds adult capacity for shared leadership
- i) Recognizes situations where followership is appropriate

##### **3. Component: Youth Leadership Development**

###### ***Competencies:***

- a) Builds youth capacity to lead through skill-building and real-world opportunities

- b) Facilitates exploration of personal leadership styles
- c) Encourages young people to self-reflect on leadership experiences
- d) Develops and demonstrates a philosophy of service learning
- e) Helps young people identify issues and opportunities for service in local communities

#### **4. Component: Community Youth Development**

##### ***Competencies:***

- a) Fosters an environment that provides support to youth organizing for community change
- b) Provides youth access to resources, systems and power structures
- c) Encourages critical thinking through community change
- d) Builds capacity of existing governing bodies to accept youth members
- e) Builds capacity of young people to serve on governing bodies
- f) Builds governing structures that incorporate youth voice
- g) Manages youth-adult interactions on governing bodies
- h) Engages youth in appropriate opportunities for education and change in government
- i) Provides appropriate avenues for youth advocacy
- j) Possesses ability to serve as a resource and ally for all youth

### **Topic: Families as Partners**

#### **1. Component: Relationships**

##### ***Competencies:***

- a) Builds relationships with families that encourage support and involvement in the program and respect the role of the family as central to the development of youth
- b) Understands the unique differences in family structures and culture and finds ways for all youth to be included in the program
- c) Provides opportunities for families to share their skills, talents and cultural backgrounds
- d) Recognizes that families influence the youth's ability and interests

#### **2. Component: Communication**

##### ***Competencies:***

- a) Articulates the wider goals of the 4-H Youth Development program with families and stakeholders to broaden perspectives about the role of 4-H in community youth development
- b) Communicates and interacts with families in ways that build upon and encourage youth's development
- c) Creates and facilitates opportunities for the development of social and support networks among families

- d) Creates and maintains open, friendly, and cooperative relationships with families, and communicates with them on a regular basis

## **Topic: Organizations and Communities as Partners**

### **1. Component: Benefits and Mind-set**

#### ***Competencies:***

- a) Articulates and embraces the benefits of developing partnerships between the program and community
- b) Actively seeks out and initiates discussion with potential partners
- c) Fosters good relationships with other youth-serving agencies, businesses, schools and other community entities
- d) Understands implications of organizational self-interest
- e) Possesses mind-set consistent with developing and implementing co-created and co-shared programs

### **2. Component: Partnership Types**

#### ***Competencies:***

- a) Understands the differences in types of partnerships (networking, cooperation, coalitions, and collaborations) and when to apply each partnership type to the need
- b) Understands that effective collaborations require shared input and resources
- c) Understands the time commitment and the effort needed to sustain collaborative programs in the community
- d) Understands and applies knowledge of governing structures, systems and policies

### **3. Component: Tools and Processes**

#### ***Competencies:***

- a) Conducts needs assessments to identify gaps in service to articulate the reason for creating partnerships
- b) Develops and implements collaborative plans to improve conditions for youth within the community
- c) Understands the partnership development process to include: identifying program goals and potential partners, choosing partnership types, understanding the resources within your own organization, facilitating/convening meetings, managing, and coordinating the co-created programs, and evaluating the program and partnership
- d) Facilitates group processes and implements communication strategies to help achieve common goals
- e) Evaluates the partnership and program developed to determine if the partnership needs to continue or dissolve

#### **4. Component: Identification/Assessment of Partners**

##### ***Competencies:***

- a) Understands mission and goals of the 4-H program and knows what resources (curriculum, personnel expertise, etc.) are available to assist with partnerships
- b) Researches the mission and programs of potential partners
- c) Uses community mapping tools and other resources to identify potential partners
- d) Is able to articulate the 4-H program partnership expectations (co-branding, equal opportunity, volunteer screening, etc.)
- e) Assesses the viability of a partnership

#### **5. Component: Managing and Securing Resources**

##### ***Competencies:***

- a) Manages personnel, financial, and in-kind resources in accordance with 4-H and the partnership entity requirements
- b) Secures resources (i.e. curriculum, personnel expertise, grants and contracts) available to assist with the partnership
- c) Understands when a Memorandum of Understanding (MOU) or contract is needed and how to acquire one

## **Organizational Systems Domain**

***Using systems to build capacity of the organization and its people to work with and on behalf of young people effectively***

### **Topic: Organizational Effectiveness**

#### **1. Component: Knowledge of the Organization**

##### ***Competencies:***

- a) Understands Cooperative Extension and 4-H program history, structure and mission
- b) Understands their state's 4-H program structure and mission
- c) Understands their state's Land Grant University and Cooperative Extension system structure and mission

#### **2. Component: Strategic Planning**

##### ***Competencies:***

- a) Uses mission and vision to shape programs, organizational structure, and facilitate long-range planning
- b) Identifies and nurtures teams to manage change within the organization
- c) Provides visionary leadership

### **3. Component: Program Governance**

#### ***Competencies:***

- a) Establishes appropriate management structures
- b) Creates governance policies and procedures
- c) Monitors and supports local 4-H governing bodies and committee work
- d) Establishes systems for assessing program effectiveness
- e) Fosters and promotes a positive organizational culture/climate

### **4. Component: Staffing and Staff Development**

#### ***Competencies:***

- a) Hires, retains and promotes diverse faculty and staff at all levels
- b) Ensures staff participate in regular professional development opportunities
- c) Provides training, resources and support for faculty and staff at all levels

## **Topic: Personal Effectiveness**

### **1. Component: Time Management**

#### ***Competencies:***

- a) Manages and plans time effectively
- b) Sets goals, objectives, and deadlines to achieve program outcomes
- c) Has the ability to delegate tasks in order to manage time efficiently
- d) Prioritizes activities/tasks based on their importance
- e) Spends the right amount of time on the right activity

### **2. Component: Work-Life Integration**

#### ***Competencies:***

- a) Incorporates wellness practices into personal life style (exercise, healthy eating, and adequate sleep)
- b) Manages demands of personal and professional commitments
- c) Understands stress management and reduction strategies
- d) Manages boundaries effectively
- e) Establishes and maintains personal and professional support networks

### **3. Component: Interpersonal Skills**

#### ***Competencies:***

- a) Utilizes active listening skills
- b) Understands other perspectives
- c) Demonstrates effective conflict management in a timely and consistent manner
- d) Uses emotional intelligence to guide thinking and behavior
- e) Demonstrates the ability to work effectively with others

## **Topic: Marketing and Public Relations**

### **1. Component: Communications Technology**

#### ***Competencies:***

- a) Engages youth, volunteers, and peers through technology
- b) Knows how to use basic and current communication tools and office technology
- c) Utilizes social media as a training, recruitment, and educational tool

### **2. Component: Marketing**

#### ***Competencies:***

- a) Develops and maintains public and media relations
- b) Identifies target audiences and markets program(s) to meet their specific needs

### **3. Component: Accountability/Impact**

#### ***Competencies:***

- a) Utilizes effective methods to collect and report program data
- b) Establishes and manages communication flow and systems
- c) Communicates program impacts to stakeholders

## **Topic: Resource Development and Management**

### **1. Component: Fiscal Management**

#### ***Competencies:***

- a) Provides oversight of fiscal guidelines
- b) Is able to guide budget development and accountability processes
- c) Follows policies and standards for fiscal reporting

### **2. Component: Resource Development**

#### ***Competencies:***

- a) Generates and manages revenue to enhance educational programming
- b) Follows policies and standards for resource development
- c) Plans and conducts fundraising activities
- d) Identifies potential donors and sponsors
- e) Integrates reporting and evaluation into resource development efforts

## **Topic: Risk Management**

### **1. Component: People**

#### ***Competencies:***

- a) Works with volunteers and staff to assess and plan for potential risks and emergencies
- b) Designs and maintains a safe, inclusive program environment for youth, adults, and vulnerable people

- c) Plans and accommodates for special needs of participants
- d) Engages program participants in safety-awareness and self-protection practices
- e) Establishes a system for managing and responding effectively to crises, grievances, and conflicts
- f) Understands and follows insurance and liability policies and procedures
- g) Understands youth legal systems (child labor laws, community ordinances affecting youth, child protection issues, and school policies)
- h) Educates others on issues affecting child protection and appropriate management of situations (including child abuse and neglect)
- i) Understands and effectively manages the varying mental capacities and abilities of youth and adults

## **2. Component: Property**

### ***Competencies:***

- a) Designs and monitors safe physical environments
- b) Works with volunteers and participants on stewardship and respect for property and resources.
- c) Provides appropriate care and accountability for physical property of the organization, including records retention and equipment inventory

## **3. Component: Image/Reputation Management**

### ***Competencies:***

- a) Understands, follows and communicates policies regarding the 4-H name and emblem
- b) Understands and implements program policies and guidelines
- c) Maintains appropriate emotional and physical boundaries between youth and adults
- d) Develops proactive approaches to crisis response and communications
- e) Ensures 4-H has a positive online presence

## **4. Component: Digital Safety**

### ***Competencies:***

- a) Understands, follows, communicates and enforces policies related to internet and social media use
- b) Understands, educates and manages a safe online environment for children and families by promoting healthy communication and zero tolerance for cyberbullying

## **Topic: Professionalism**

### **1. Component: Ethics**

#### ***Competencies:***

- a) Demonstrates attributes of a positive role model

- b) Follows ethical standards of professionalism
- c) Understands role of leadership and organizational integrity
- d) Maintains confidentiality

**2. Component: Scholarship**

***Competencies:***

- a) Applies research and best practices to all aspects of work
- b) Contributes to the knowledge-base of the youth development field
- c) Provides research-based information to the public and collaborates with other youth development educators and professionals

**3. Component: Promotion of the Profession**

***Competencies:***

- a) Promotes the youth development profession
- b) Promotes the Land Grant University
- c) Partners and collaborates with youth development professionals at the national, state, and local levels
- d) Promotes positive youth development to decision makers, elected officials, community organizations, funders, etc.

**4. Component: Personal/Professional Development**

***Competencies:***

- a) Actively pursues continued learning and skill development
- b) Participates in professional affiliations that will enhance the youth development professional and his/her own professional knowledge base

## Primary References Used in Developing the 4-H PRKC (2017)

- Adapted TAXI curriculum into Volunteerism for the Next Generation (VNG) [Fact Sheet]. Retrieved from <http://www.4-h.org/resource-library/professional-development-learning/4-h-volunteer-development/fact-sheet-series/>
- Allen, B.L. & Morton, L.W. (December, 2006). Generating self-organizing capacity: Leadership practices and training needs in non-profits. *Journal of Extension*, 44(6). Retrieved from <http://www.joe.org/joe/2006december/a6.php>
- Anderson, K. S., & Sandmann, L. (2009). Toward a model of empowering practices in youth-adult partnerships. *Journal of Extension*, 47(2). Retrieved from <http://www.joe.org/joe/2009april/a5.php>
- Arbreton, A. J. A., Bradshaw, M., Metz, R., Sheldon, J., & Pepper, S. (2008). More time for teens: Understanding teen participation frequency, intensity and duration—in Boys & Girls Clubs. New York: Public/Private Ventures.
- Association of Leaders in Volunteer Engagement. (2012, May). Standards for organizational volunteer engagement. Retrieved from [www.volunteeralive.org](http://www.volunteeralive.org)
- Astroth, K. A., Garza, P. and Taylor, B. (2004), Getting down to business: Defining competencies for entry-level youth workers. *New Directions for Youth Development*, 25–37. DOI:10.1002/yd.96
- Bell, S.R., & Carrillo, N. (2007). Characteristics of effective summer learning programs in practice. *New Directions for Youth Development*. 2007 (114). 45-63. DOI: 10.1002/yd.212
- Ben-Eliyahu, A., Rhodes, J.E., & Scales, P.C. (2014). The interest-driven pursuits of 15-year-olds: “Sparks” and their association with caring relationships and developmental outcomes. *Applied Developmental Science*, 18, 76-89.
- Benge, M., Harder, A., & Carter, H. (October, 2011). Necessary pre-entry competencies as perceived by Florida Extension agents. *Journal of Extension*, 49(5). Retrieved from <https://www.joe.org/joe/2011October>
- Benson, P. L., Scales, P. C., Hamilton, S. F. and Sesma, A. 2007. Positive Youth Development: Theory, Research, and Applications. *Handbook of Child Psychology*. 1:16.
- Borucka, A. and Ostaszewski, K. (2008). The concept of resilience. Key concepts and selected issues. *Med Wieku Rozwoj.* (2 Pt 1): 587–597.
- Borucka, A., & Ostaszewski, K. (2008). The concept of resilience. Key concepts and selected issues. *Med Wieku Rozwoj.* 12(2 Pt 1): 587–597.
- Boyce, M.V. (1971). *A Systematic Approach to Leadership Development*. Washington, D.C.: USDA, Extension Service (ERIC document reproduction service no. ED 065-763).

- Boyle, P. (1981) Planning Better Programs. New York: McGraw Hill, Inc.
- Bremseth, T., Grant, S., Levings, J., Hartung, M., Harris, A., & Cogshell, N. (2009). Grow 4-H: Building partnerships to benefit youth [Toolkit]. In the Grow 4-H: Building Partnerships to Benefit Youth Online Course [Online course]. Available from Iowa State University and University of Minnesota. Retrieved from <http://www.extension.iastate.edu/4h/partnershiptraining>
- Brewis, G., Hill, M., and Stevens, D. (2010). Valuing volunteer management skills. *Institute for Volunteering Research*. Retrieved from <http://www.ivr.org.uk/component/ivv/valuing-volunteer-management-skills>
- Bronfenbrenner, U. (1994). Ecological models of human development. *Readings on the development of children*, 2, 37-43.
- Brooksfield, S. (1989). Facilitating Adult learning. Handbook of adult and continuing education. Sharan B. Merriam (3d). San Francisco CA: Jossey-Bass Inc.
- Cai, X., Gantz, W., Schwartz, N., & Wang, X., (2003). Children's website adherence to the FTC's online privacy protection rule. *Journal of Applied Communication Research*, 31(4). 346.
- Camino, J. (2000). Youth-adult partnerships: Entering new territory in community work and research. *Applied Developmental Science* 4:1.
- Campos, M., Hildebrand, A., LaPiana, D., and Gowdy, H. (November, 2011). Convergence : How five trends will reshape the social sector. *The James Irvine Foundation*. Retrieved from <http://hdl.handle.net/10244/763>
- Child care aware® of Kansas/OPEN Initiative/Missouri After School Network/Kansas Enrichment Network. (2011) Core competencies for early childhood and youth development professionals. Retrieved from <http://health.mo.gov/safety/childcare/pdf/corecompetencies.pdf>
- Cochran, G., & Ferrari, T.M. (2009). Preparing youth for the 21st century knowledge economy: Youth programs and workforce preparation. *Afterschool Matters*, 8: 11-25.
- Collaborative for Academic, Social and Emotional Learning. (2015). Effective social and emotional learning programs: Middle and high school edition. Chicago, IL.
- Colorado's Competencies for Early Childhood Educators and Administrators. (2016, June). Retrieved from <https://www.cde.state.co.us/early/ecprofessionalcompetencies>
- Comas-Diaz, L., Luthar, S.S., Maddi, S.R., O'Neill, H. K., Saakvitne, K. W., & Tedeschi, R. G., (n.d.). *The road to resilience*. Retrieved from <http://www.apa.org/helpcenter/road-resilience.aspx>
- Community Tool Box* (2013). Work Group for Community Health and Development, University of Kansas. Retrieved from <http://ctb.ku.edu/en>

- Core competencies for early care and education and school-age professionals. (2009). Retrieved from <https://del.wa.gov/professional-development/core-competencies>
- Culp, K. (April, 2009). Recruiting and engaging baby boomer volunteers. *Journal of Extension*, 47(2). Retrieved from <https://www.joe.org/joe/2009april/rb2.php>
- Culp, K., Deppe, C., Castillo, J., & Wells, B.J. (1998). The G.E.M.S. Model of Volunteer Administration. *The Journal of Volunteer Administration*, 26(4) 36-41.
- Cummins, S.R., Andrews, K.B., Weber, K.M., and Postert, B. (2015). Developing Extension professionals to developing Extension programs: A case study for the changing face of Extension. *Journal of Human Sciences and Extension*, 3(2), 132-155. Retrieved from [http://media.wix.com/ugd/c8fe6e\\_c0bb0ab29c694347bfd4a50a112d38e1.pdf](http://media.wix.com/ugd/c8fe6e_c0bb0ab29c694347bfd4a50a112d38e1.pdf)
- Damon, W. (2004). What Is Positive Youth Development? *Annals of the American Academy of Political and Social Science*, 591, 13–24.
- Dukakis, K., London, R. A., McLaughlin, M., and Williamson, D. (2009). Positive Youth Development: Individual, Setting and System Level Indicators. *Issue Brief*, 1-12. Stanford, CA: John W. Gardner Center for Youth and Their Communities.
- Erikson, E., (1963). Childhood and Society. New York: Norton.
- Erikson, E., (1959). Identity: Youth and crisis. New York: Norton.
- Feldman, S., & Elliott, G., (1990). At the threshold: The developing adolescent. Cambridge, MA: Harvard University Press.
- Forbes Coaches Council. (2016, April 12). What is the future of work-life balance: Seven experts weigh-in [Web log post]. Retrieved from <http://www.forbes.com/sites/forbescoachescouncil/2016/04/12/where-is-work-life-balance-headed-in-the-future-experts-weigh-in/#5c9d35495c3c>
- Gifford, G., McKeage, R., & Biberman, J. (2014). Making space for wellbeing: using guided meditation in leadership education. *Journal of Leadership Education*, 13(1). Retrieved from <http://www.journalofleadershiped.org/attachments/article/324/gifford131.pdf>
- Groysbert, B., & Abrahams, R. (2014, March) Manage your work, manage your life. *Harvard Business Review*. Retrieved from [http://extension.usu.edu/news\\_sections/home\\_family\\_and\\_food/work-life\\_balance](http://extension.usu.edu/news_sections/home_family_and_food/work-life_balance)
- Guerra, N. G. and Bradshaw, C. P. (2008). Linking the prevention of problem behaviors and positive youth development: Core competencies for positive youth development and risk prevention. *New Directions for Child and Adolescent Development*, 1–17. DOI:10.1002/cd.225
- Harder, A. & Dooley, K. (2007). Perceptions of important competencies for early-career and established 4-H agents. *Journal of Southern Agricultural Education Research*, 57(1). 43-52.

- Harder, A. & Wingenbach, G.J. (2008). Texas 4-H agents' perceptions of selected competencies in the 4-H professional research, knowledge, and competencies model. *Journal of Agricultural Education*, 49(5). Retrieved from <http://files.eric.ed.gov/fulltext/EJ839883.pdf>
- Harder, A., Gouldthorpe, J., & Goodwin, J. (April, 2015). Exploring organizational factors related to Extension employee burnout. *Journal of Extension*, 53(2). Retrieved from <https://joe.org/joe/2015april/a2.php>
- Haski-Leventhal, D. & Bargal, D. (January, 2008). The volunteer stages and transitions model: Organizational socialization of volunteers. *Human Relations*, 61(1). 67-102. DOI: 10.1177/0018726707085946. Retrieved from <http://journals.sagepub.com/doi/pdf/10.1177/0018726707085946>
- Hedges, K. (2013, July 11). RIP work-life balance [Web log blog]. Retrieved from <http://www.forbes.com/sites/work-in-progress/2013/07/11/r-i-p-work-life-balance/#17077e46588>
- Hendricks, P. (1996). Developing Youth Curriculum Using the Targeting LifeSkills Model 4-H137A. Iowa State University, Ames, Iowa.
- Hess, S.A. and Schultz, J.M. (2008). An Ecological Perspective on the Media and Youth Development. *Lenses: Applying Lifespan Development Theories in Counseling*. (pp. 52). Lahaska, PA: Houghton Mifflin.
- Hodge, K., Danish, S., & Martin, J. (2012). Developing a conceptual framework for life skills interventions. *The Counseling Psychologist*, 37, 257-273.
- Hyllseth, J.J. & Emerson, E. (2010). Washington State core competencies for child and youth development professionals. *Schools Out Washington*. Retrieved from [www.schoolsoutwashington.org](http://www.schoolsoutwashington.org)
- Indiana Family and Social Services Administration. (2016). *INPDN Indiana Core Knowledge and Competencies* [Brochure]. Retrieved from [http://www.in.gov/fssa/files/Indiana\\_Core\\_Knowledge\\_and\\_Compencies\\_First\\_Edition\\_4\\_13.pdf](http://www.in.gov/fssa/files/Indiana_Core_Knowledge_and_Compencies_First_Edition_4_13.pdf)
- Innovation Center for Community and Youth Development. (2001). *Building Community*. Retrieved from <http://www.theinnovationcenter.org/files/Youth-AdultPartnershipsTrainingManual.pdf>
- Innovation Center for Community and Youth Development (2003). *Youth-Adult Partnerships: A Training Manual*. Retrieved from <http://www.theinnovationcenter.org/files/Youth-AdultPartnershipsTrainingManual.pdf>
- International Youth Foundation. (2014). *Strengthening life skills for youth: A practical guide to quality programming*. Retrieved from [https://www.s4ye.org/agi/pdf/Project\\_Design/Strengthening\\_Life\\_Skills\\_For\\_Youth.pdf](https://www.s4ye.org/agi/pdf/Project_Design/Strengthening_Life_Skills_For_Youth.pdf)

- International Youth Foundation (2002) *What Works in Youth Participation?* Retrieved from [http://www.iyfnet.org/sites/default/files/WW\\_Youth\\_Participation.pdf](http://www.iyfnet.org/sites/default/files/WW_Youth_Participation.pdf)
- Irby, Ferber, and Pittman. (2001). Youth action. *Community and Youth Development Series, The Forum for Youth Investment*. Retrieved from <http://forumfyi.org/files/YouthAction.pdf>
- Irby, M., Ferber, T., Pittman, K., with J.Tolman, & N. Yohalem (2001). Youth action: Youth contributing to communities, communities supporting youth. *Community & Youth Development Series*, 6. The Forum for Youth Investment, International Youth Foundation: Takoma Park, MD.
- Jones, K. R., & Perkins, D. F. (2003). CAYDO: Connecting the gaps of community youth assessments. *Journal of Extension*, 41, 1-10. Retrieved from <http://www.joe.org/joe/2003december/a2.shtml>
- Jones, K. R., & Perkins, D. F. (2005). Determining the quality of youth-adult relationships within community-based youth programs. *Journal of Extension*, 43(5). Retrieved from <http://www.joe.org/joe/2005october/a5.php>
- Kinman, G. (n.d.). Work-life balance: What are the implications for human resources? [PowerPoint Slides]. Retrieved from [http://www.business-school.ed.ac.uk/waf/mdb\\_event/get\\_file.php?event\\_file\\_id=233](http://www.business-school.ed.ac.uk/waf/mdb_event/get_file.php?event_file_id=233)
- Krueger, R. Getting Started with Logic Models. Retrieved from [http://www.tc.umn.edu/~rkrueger/evaluation\\_lm.html](http://www.tc.umn.edu/~rkrueger/evaluation_lm.html)
- Lambur, M. Virginia Cooperative Extension Programming Process. Retrieved from <http://www.ext.vt.edu/vce/support/process/process>
- Lave, J., & Wenger, E. (1991). Situated learning: Legitimate peripheral participation. University of Cambridge Press, London.
- Lerner, R. M., Lerner, J. V., Almerigi, J. B., Theokas, C., Phelps, E., Gestsdottir, S., von Eye, A. (2005). Positive Youth Development, Participation In Community Youth Development Programs, And Community Contributions Of Fifth Grade Adolescents: Findings From The First Wave Of The 4-H Study Of Positive Youth Development. *The Journal of Early Adolescence*, 25(1), 17-71.
- Lerner, R. M., Lerner, J. V., Phelps, E., (2012). *Waves of the Future: The first eight years of the 4-H study of positive youth development*.
- Marcia, J. (1980). Identity in adolescence. In J. Adelson (Ed.), *Handbook of adolescent psychology*. New York: Wiley.
- Masten, A., Coatsworth, J., Neemann, J., Gest, S., Tellegen, A., & Garmezy, N. (1995). *The structure and coherence of competence from childhood through adolescence*. Child Development, 66, 1635-1659.

- Mattingly, M.A., Stuart, C., VanderVen, K. (2010). Competencies for professional child and youth work practitioners. *Association for Child and Youth Care Practice*. Retrieved from [www.cyccertificationboard.org](http://www.cyccertificationboard.org)
- McBride, A.M., Greenfield, J.C., Morrow-Howell, N., Soo Lee, Y., and McCrary, S. (September, 2012). Engaging older adult volunteers. *National Service Social Work Research*, 36 (2): 101-112. DOI:10.1093/swr/svs017
- McHale, Susan M., Dotterer, Aryn, and Kim, Ji-Yeon (2009). An Ecological Perspective on the Media and Youth Development. *The American behavioral scientist*. 52 (8): 1186–1203.
- Means, B., Toyama, Y., Murphy, R., Bakia, M. and Jones, K. (September, 2003). Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies (Report No. ED-04-CO-0040). Retrieved from [www.ed.gov/about/offices/list/opepd/ppss/reports.html](http://www.ed.gov/about/offices/list/opepd/ppss/reports.html)
- Michel, A., Bosch, C. & Rexroth, M. (2014). Mindfulness as a cognitive-emotional segmentation strategy: An intervention promoting work-life balance. *Journal of Occupational and Organizational Psychology*, 87: 733-754. Retrieved from [www.wileyonlinelibrary.com](http://www.wileyonlinelibrary.com)
- Miller, B.K. (January, 2014). Hindering the help: Politics and engagement in volunteer service organizations. *Journal of Managerial Issues*, 26(4): 365-387. Retrieved from [https://www.researchgate.net/publication/283732262\\_Hindering\\_the\\_help\\_Politics\\_and\\_Engagement\\_in\\_Volunteer\\_Service\\_Organizations](https://www.researchgate.net/publication/283732262_Hindering_the_help_Politics_and_Engagement_in_Volunteer_Service_Organizations)
- Morh, J. and Spekman, R. (1994). Characteristics of partnership success: Partnership attributes, communication behavior, and conflict resolution techniques. *Strategic Management Journal*, 15(2): 135-152.
- National 4-H Learning Priorities: Volunteerism for the Next Generation - Knowledge and Skill Rubric & Syllabus (2010) <http://www.4-h.org/WorkArea/DownloadAsset.aspx?id=57741>
- National Afterschool Association Core Knowledge and Competencies Self Assessment Tools. NAA Core Knowledge and competencies for Afterschool and Youth Development Professional (Sept 2011). Retrieved from <http://naaweb.org/resources/core-competencies>
- National Framework for 4-H Volunteerism*. (2008). Retrieved from <http://www.4-h.org/WorkArea/DownloadAsset.aspx?id=69647>
- National Network for Collaboration, (1995) *Collaboration Framework*. Retrieved from <https://www.uvm.edu/extension/community/ncco/collab/framework.html>
- Nguyen, F. (2007). Privacy on the Internet: Issues and implications. *Philippine Canonical Forum*, (9): 117-136.
- NYC Department of Youth and Community Development. (2012). *Strong directors, Skilled staff. A guide to using the core competencies* [Fact Sheet]. National Institute of Out-of-School Time: Gredler, M; Gannett, E; Gallagher, J.

- NYC Department of Youth and Community Development (n.d.). Core competencies for youth work professionals. Retrieved from [www.nyc.gov/html/dycd/downloads/pdf/core\\_competencies\\_for\\_yw\\_professionals.pdf?pi-content=GENERIC](http://www.nyc.gov/html/dycd/downloads/pdf/core_competencies_for_yw_professionals.pdf?pi-content=GENERIC)
- Perkins, D. F., Borden, L. M., & Villarruel, F. A. (2001). Community youth development: A partnership for change. *School Community Journal*, 11: 39-56.
- Safrit, R.D. & Owen, M.B. (April, 2010). A conceptual model for retaining county Extension program professionals. *Journal of Extension*, 48(2). Retrieved from [www.joe.org](http://www.joe.org)
- Samuel, J., & Hughes Jr., W. (2014). Promoting positive youth development with underserved audiences. *Reclaiming Children & Youth*, 23(3): 34-36.
- Schmiesing, R.J. & Safrit, R.D. (June, 2007). 4-H youth development professionals perceptions of the importance of and their current level of competence with selected volunteer management competencies. *Journal of Extension*, 45(3). Retrieved from <https://www.joe.org/joe/2007june/rb1.php>
- Scales, P. C. (2006). *The world of adults today: Implications for positive youth development*. In E. G. Clary & J. E. Rhodes (Eds.), Mobilizing adults for positive youth development: Strategies for closing the gap between beliefs and behaviors. 41-61. New York: Springer.
- Scales, P. C., Benson, P. L., & Roehlkepartain, E. C. (2011). Adolescent thriving: The role of sparks, relationships, and empowerment. *Journal of Youth and Adolescence*, 40, 263-277.
- Schwartz, S.O., Chan, C.S., Rhodes, J.E., & Scales, P.C. (2014). Community developmental assets and positive youth development: The role of natural mentors. *Research in Human Development*, 10(2): 141-162 (Special issue on Familial and Non-Familial Relationships as Ecological Sources of Health and Positive Development Across the Life Span—A View of the Issues (ed. R. M. Lerner & E. P. Bowers).
- Sellon, A.M. (October, 2014). Recruiting and retaining older adults in volunteer programs: Best practices and next steps. *Ageing International*. 39: 421. DOI:10.1007/s12126-014-9208-9. <http://link.springer.com/article/10.1007/s12126-014-9208-9>
- Sethi, J. (2014, June 3). Work-life balance is not relevant anymore [Web log Blog]. Retrieved from <http://humanresourcesblog.in/2014/06/03/work-life-balance-is-not-relevant-anymore/>
- Starr, B., Yohalem, N., Gannett, E. (October, 2009). Youth work core competencies: A review of existing frameworks and purposes. School's Out Washington. [https://www.niost.org/pdf/Core\\_Competencies\\_Review\\_October\\_2009.pdf](https://www.niost.org/pdf/Core_Competencies_Review_October_2009.pdf)
- Stone, B., & Rennekamp, R. (2004) *New Foundations for the 4-H Youth Development Profession: 4-H Professional Research, Knowledge, and Competencies Study, 2004*. Conducted in cooperation with the National 4-H Professional Development Task Force. National 4-H Headquarters, CSREES, USDA

- Studer, S. (August, 2015). Volunteer management: Responding to the uniqueness of volunteers. *Nonprofit and Voluntary Sector Quarterly*, 45(4): 688-714. DOI: 10.1177/0899764015597786
- Substance Abuse and Mental Health Services Administration. (2013). *Community conversations about mental health information brief*. Retrieved from [https://www.mentalhealth.gov/talk/community-conversation/information\\_brief\\_english\\_07-22-13.pdf](https://www.mentalhealth.gov/talk/community-conversation/information_brief_english_07-22-13.pdf)
- Surko, M., Pasti, L. W., Whitlock, J., & Benson, D. A. (2006) Selecting statewide youth development outcome indicators. *Public Health Management Practice*, November (Suppl), S72–S78.
- Talab, R.S. & Butler, R.P. (2007). Shared electronic spaces in the classroom: Copyright, privacy, and guidelines. *Techtrends: Linking Research and Practice to Improve Learning*, 51(1): 12-15. DOI: 10.1007/s11528-007-0004-1.
- Tang, F., Copeland, V.C., & Wexler, S. (September, 2012). Racial differences in volunteer engagement by older adults: An empowerment perspective. *Social Work Research*, 36(2): 89-100. DOI:10.1093/swr/svs009. Retrieved from <http://swr.oxfordjournals.org/content/36/2/89.abstract>
- The National Mentoring Center. *Forming and Maintaining Partnerships (Module 4)*. Retrieved from <http://educationnorthwest.org/resources/youth-mentoring-program-planning-and-design-resources>
- Tower, L.E., Bowen, E., and Alkadry, M.G. (October, 2011). A snapshot of organizational climate: Perceptions of Extension faculty. *Journal of Extension*, 49(5). Retrieved from [www.joe.org](http://www.joe.org)
- Ungar, M. (2008). Putting resilience theory into action: Five principles for intervention. In L.Liebenberg & M. Ungar (Eds). *Resilience in action: 7-38*. Toronto: University of Toronto Press.
- U.S. Department of Health & Human Services. (n.d.) *For young people looking for help*. Retrieved from <https://www.mentalhealth.gov/talk/young-people/index.html>
- Van Yperen, N.W., Rietzschel, E.F., & De Jonge, K.M. (2014). Blended working: For Whom it may (not) work. *Plos ONE*, 9(7): 1-8. DOI: 10.1371/journal.pone.0102921.
- Vance, F. (2010). A comparative analysis of competency frameworks for youth workers in the out-of-school time field. *Child & Youth Care Forum*, 39(6): 421–441. DOI: 10.1007/s10566-010-9116-4
- Villarruel, F. A., Perkins, D. F., Borden, L. M., & Keith, J. G. (2003). Community youth development: Practice, policy, and research. Sage: Thousand Oaks, CA
- Wenger, E., McDermott, R. & Snyder, W. (March, 2012). Cultivating Communities of Practice. Harvard Business Review Press: Boston, MA.

- Wu, H-C. J., Kornbluh, J. Weiss, J., & Roddy, L. (2016). *Measuring and understanding authentic youth engagement: the youth adult partnership rubric*. After School Matters. Retrieved from <http://www.niost.org/Afterschool-Matters-Spring-2016/measuring-and-understanding-authentic-youth-engagement-the-youth-adult-partnership-rubric>
- Yohalem, N., Wilson-Ahlstrom, A., Fischer, S., and Shinn, M. (January, 2009). Measuring youth program quality: A guide to assessment tools, 2<sup>nd</sup> Edition. *The Forum for Youth Investment*. Retrieved from [http://forumfyi.org/files/MeasuringYouthProgramQuality\\_2ndEd.pdf](http://forumfyi.org/files/MeasuringYouthProgramQuality_2ndEd.pdf)
- Zeldin, S. & Petrokubi, J. (2015). *Promoting thriving youth and communities through youth-adult partnership: a case study of the Multnomah Youth Commission*. Retrieved from <http://fyi.uwex.edu/youthadultpartnership/files/2015/08/MYC-Public-Report-Final.pdf>
- Zeldin, S., Petrokubi, J., & MacNeil, C. (2007). *Youth-adult partnerships in community decision making: What does it take to engage adults in the practice?* Retrieved from <http://www.ca4h.org/files/2427.pdf>