



ARIZONA 4-H PROFESSIONALS ONBOARDING WORKBOOK



THE UNIVERSITY OF ARIZONA
Cooperative Extension



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This document is adapted from
Texas A&M AgriLife (2009). New Agent Study Guide
(D-1402). College Station, TX: Texas A&M University

AZ1847-2021



Cooperative Extension



Welcome

Welcome to the University of Arizona Cooperative Extension. We are thrilled you have joined our dedicated team. The University of Arizona 4-H program team strives to achieve a high-quality positive youth development experience for the young people of Arizona.

Name: _____

Title: _____

County: _____

Date Received: _____

Date Completed: _____



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Onboarding

As new UACE 4-H youth development professionals you enter the organization with diverse preparation experiences¹, thus many professionals are unclear what the skills, competencies, and expectations are to be successful in the organization². Onboarding is an opportunity for the organization to help you maximize your contributions while also learning our organizational culture³.

4-H youth development professionals are at a high-risk of burnout⁴. Contributing factors leading to departure include organizational factors, such as a lack of professional development opportunities and adequate training⁵. Extension professionals experience many challenges, such as stress, long hours, and turnover. To prevent burnout and turnover we recognize training is important especially at the beginning of a career.

A systematic review of 4-H onboarding curriculum across the country was conducted to inform the development of a 4-H Extension professional onboarding process for county-based 4-H youth development professionals. As a result of this systematic review a blended approach⁶ to onboarding was adopted to facilitate technical knowledge, relationship building, and enhance understanding of organizational culture.

[1] Swanson, D. (2017). 4-H Professional, Research, Knowledge, and Competencies 2017. USDA-NIFA.

<https://nifa.usda.gov/sites/default/files/resources/4-H%20PRKC%202017%20Fact%20Sheet.pdf>

Elliott-Engel, J., & Westfall-Rudd, D. M. (2019). Extension Administrators' Perspectives on County-Based Professional Competencies. Proceedings of the Western Region Research Conference (pp. 111-113). Anchorage, AK: American Association of Agricultural Education.

[2] Benge, M., Harder, A., & Goodwin, J. (2015). Solutions to burnout and retention as perceived by county extension agents of the Colorado state university extension system. *Journal of Human Sciences and Extension*, 3(1), 1-16.

<https://www.jhseonline.com/article/view/606>

[3] Angima, S., & Carroll, J. B. (2019). Recruitment and Onboarding Resources for Extension in the West. *Journal of Extension* [On-line], 57(2), Article v57-2tt2. <https://www.joe.org/joe/2019april/tt2.php>

[4] Russell, M. B., & Liggans, G. L. (2020). Burnout: Examining the Effects of Job Characteristics Across Extension Disciplines. *Journal of Extension* [On-line], 58(1), Article v58-1a3. <https://joe.org/joe/2020february/a3.php>

[5] Kutilek, L. M., Gunderson, G. J., & Conklin, N. L. (2002). A systems approach: Maximizing individual career potential and organizational success. *Journal of Extension* [On-line], 40(2) Article 2FEA1. <http://www.joe.org/joe/2002april/a1.php>

[6] Harder, A., Zelaya, P., & Roberts, T. G. (2016). Extension Agents' Perceptions of a Blended Approach to Onboarding. *Journal of Agricultural Education*, 57(4), 44-53. 10.5032/jae.2016.04044

What are the components of the onboarding experience?

The onboarding experience is designed to give you the professional support to become a successful county-based 4-H youth development professional with University of Arizona Cooperative Extension. There are three distinct components.

ARIZONA 4-H PROFESSIONALS ONBOARDING EXPERIENCE

Component	Objective	When does it Happen
Workbook	The workbook is a self-guided engagement with community assets and pertinent resources.	First 3 months of employment
Mentor	The mentor is an opportunity to be supported by a current employee to share real-world lived experience.	First 12 months of employment
Inservice Training	The Inservice training is an opportunity for new employees to learn technical knowledge of program management and philosophy; and, to support relationship development with on-campus resources and each other.	Rolling Date

Workbook Goals

The goals of the Arizona 4-H New 4-H Professionals Onboarding Workbook is:

1. Orient you to your community and your professional expectations.
2. Help you connect to the resources at the University of Arizona.

We hope that this workbook helps you to be successful in your career. The on boarding process is being emphasized to ensure county-based 4-H professionals in Arizona Cooperative Extension are effectively supported as they become important contributors to the organization. University of Arizona Cooperative Extension is only as effective as its people. You are responsible for delivering knowledge and skills to our clientele and the better you are prepared the more effective you will be. UACE and 4-H Leadership are committed to ensuring high-quality Extension professionals do not leave the Extension system.

Workbook Instructions

Your goal is to complete this workbook within 3 months of your appointment. The workbook is designed to be self-directed. As with anything, the more you put into the process the more you will get out of it. As you will soon experience, 4-H youth development work is always fast paced however make doing this initial work a priority.

Organization and Personnel

It is important for you to understand how the University of Arizona Cooperative Extension is organized at the state and county level and the responsibilities of each individual roll.

General information about University of Arizona Cooperative Extension

A. Name the individuals who hold the following UA Cooperative Extension administrative positions:

Title	Name
UArizona Vice President, ALVSCE Division	
UArizona Cooperative Extension (UACE) Director	
UACE Associate Director- 4-H Youth Development	
Your County Extension Director (CED)	
Other:	

B. Who do you report to?

Programmatically _____ Administratively _____

C. Familiarize yourself with the Cooperative Extension Website (<https://extension.arizona.edu/>).

D. Study your Position Description to learn your responsibilities. Make a copy and save it.

E. Career ladder. Study the promotion system for county Extension agents

<https://facultyaffairs.arizona.edu/content/promotion-and-tenure>

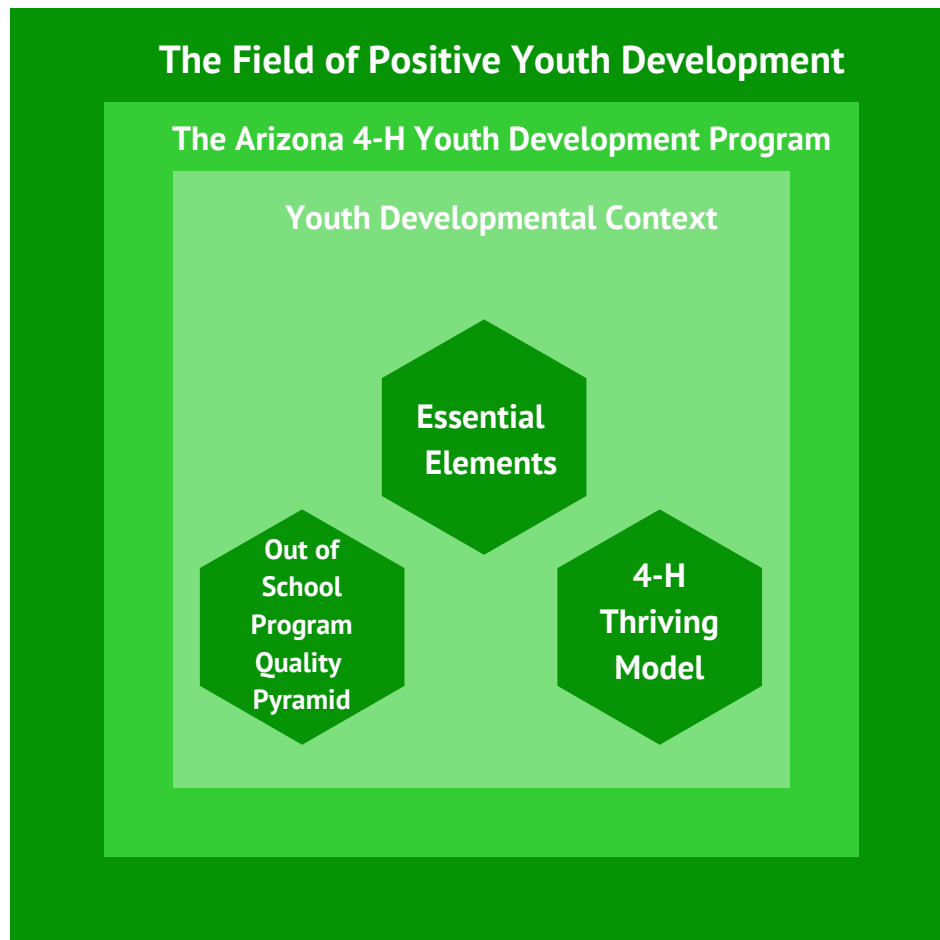
Questions/Comments:


Understanding how 4-H fits in the field of Youth Development

4-H is an organization that serves youth and families, to support a young person's personal growth. All youth served by land-grant university cooperative extension professionals are 4-H youth (cite, PLWG). 4-H is a positive youth development organization. Because of our relationship with a research-based institution of higher education, we implement a research informed understanding of positive youth development program implementation and practice. This next section is basic primer of the many frameworks we use to inform high-quality positive youth development programming.

Too often it is assumed 4-H is always a positive youth development organization by default. Youth and families can have both a poor-quality youth development experience and a high-quality youth development experience, and youth can have both negative and positive experiences in our 4-H programs. It is up to us as 4-H youth development professionals to ensure we create the highest quality youth development experience for as many young people as possible. The literature informs what a high-quality youth development experience is. How do you the user get the most out of this.

Situating 4-H and 4-H Program Literature in the Field of Positive Youth Development





The field of positive youth development informs the 4-H youth development program framework which is supported by program policy, procedure, and implementation strategy. Yet, the developmental context is how a young person and their family experiences the 4-H program. The 4-H Thriving Model, Out of School Time Program Quality Pyramid, and Essential Elements explain how program quality is achieved, and how a young person achieves positive youth development outcomes. Those positive outcomes are highlighted as overarching human development characteristics in the 4-H Thriving Model and are very targeted in the 4-H Targeting Life Skills Model.

All of the following frameworks inform our program quality and should be used to inform our program design, implementation, and evaluation. This overview is very brief. However, this overview will be a quick reference for you as you grow in your understanding of the 4-H program evaluation and youth development literature.

What is Positive Youth Development?

Understanding youth have abilities and working to increase these competencies is positive youth development^{7,8}. The 5 C's of Positive Youth Development Model is a framework for youth development professionals to understand youth development and outcomes we hope to enhance. The practice of PYD focuses not on “fixing” behavior problems, but building and nurturing all a child’s beliefs, behaviors, knowledge, attributes and skills[9]. The 4-H program is a tool, when executed effectively, towards positive youth development.

The 5 C's of Positive Youth Development Model¹⁰



[7] Lerner, J.V., Bowers, E., Minor, K., Boyd, M. J., Mueller, M. K., Schmid, K. L., Napolitano, C. M., Lewin-Bizan, S, Lerner, R. M. (2009). **Chapter 15 Positive Youth Development: Processes, Philosophies, and Programs** , R Lerner and L Steinberg [eds.] Handbook of Adolescent Psychology. Wiley. 10.1002/9780470479193

[8] Lerner, R. M., Lerner, J. V., Lewin-Bizan, S., Bowers, E. P., Boyd, M.J., Mueller, M. K., ... & Napolitano, C. M. (2011). Positive youth development: Processes, programs, and problematics. **Journal of Youth Development** 6(3), 38-62. <http://jyd.pitt.edu/ojs/jyd/article/view/174/160>

[9] Lerner, R.M., Amerigi, J. B., Theokas, C., & Lerner, J. V. (2005). Positive Youth Development: A View of the Issues. **The Journal of Early Adolescence** 25(1),10-16. 10.1177/0272431604273211

[10] Lerner, R. M. (2008). **The good teen: Rescuing adolescence from the myths of the storm and stress years** . Harmony.

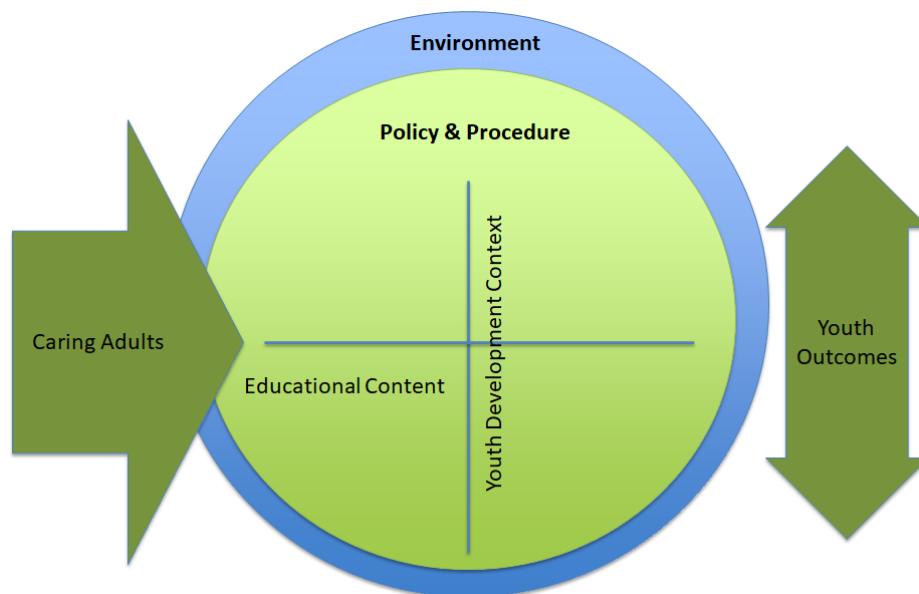
Arizona 4-H Youth Development

4-H is the youth development program of the land-grant university (LGU) system. The relationship between the University of Arizona, the 1862 Land Grant University (LGU) means 4-H is informed by research. We as 4-H youth development professionals must utilize the latest research on Positive Youth Development to design programming in many out-of-school time environments. Arizona 4-H youth development professionals conduct out-of-school time research and evaluation to inform program design and to inform policy makers, stakeholders, program leaders, decision makers and researchers to address important issues related to the field of youth development. We generate:

- Original research of our own, and in partnership with others.
- Evaluation studies to measure effectiveness and outcomes.
- Public symposia, both traditional and online, presenting important youth development research and ideas.
- Networking with youth development organizations in Arizona, the United States and around the world.

4-H is a program striving to improve a young person's life by increasing their capabilities in both content and developmental outcomes (e.g. life skills)¹¹. Our primary programming model is the club program or other high-context experiences¹². We partner with caring adults (e.g. volunteers and other youth serving professionals) to implement our programs. As 4-H youth development professionals we are situated within the environment and design programming responsive to our context. It is the responsibility of the 4-H youth development professional to ensure compliance with policy & procedure. Attention to the environment, policy & procedure, and caring adults is paired with youth programming on educational content and youth development context to achieve youth outcomes. The following sections will clarify each component.

4-H Youth Development Program Framework



[11] Lerner, R. M. (2008). *The good teen: Rescuing adolescence from the myths of the storm and stress years*. New York, NY: Harmony.

[12] Arnold, M. E., & Gagnon, R. J. (2019). Illuminating the Process of Youth Development: The Mediating Effect of Thriving on Youth Development Program Outcomes. *Journal of Human Sciences and Extension*, 7(3), 24-51.

<https://www.jhseonline.com/article/view/901/750>



General 4-H Knowledge

4-H has celebrated over 100 years of working with volunteers and supporting youth. The following is general knowledge of the 4-H program.

What do the four H's stand for?

What is the 4-H Pledge?

What is the 4-H Motto?

What is the 4-H Slogan?

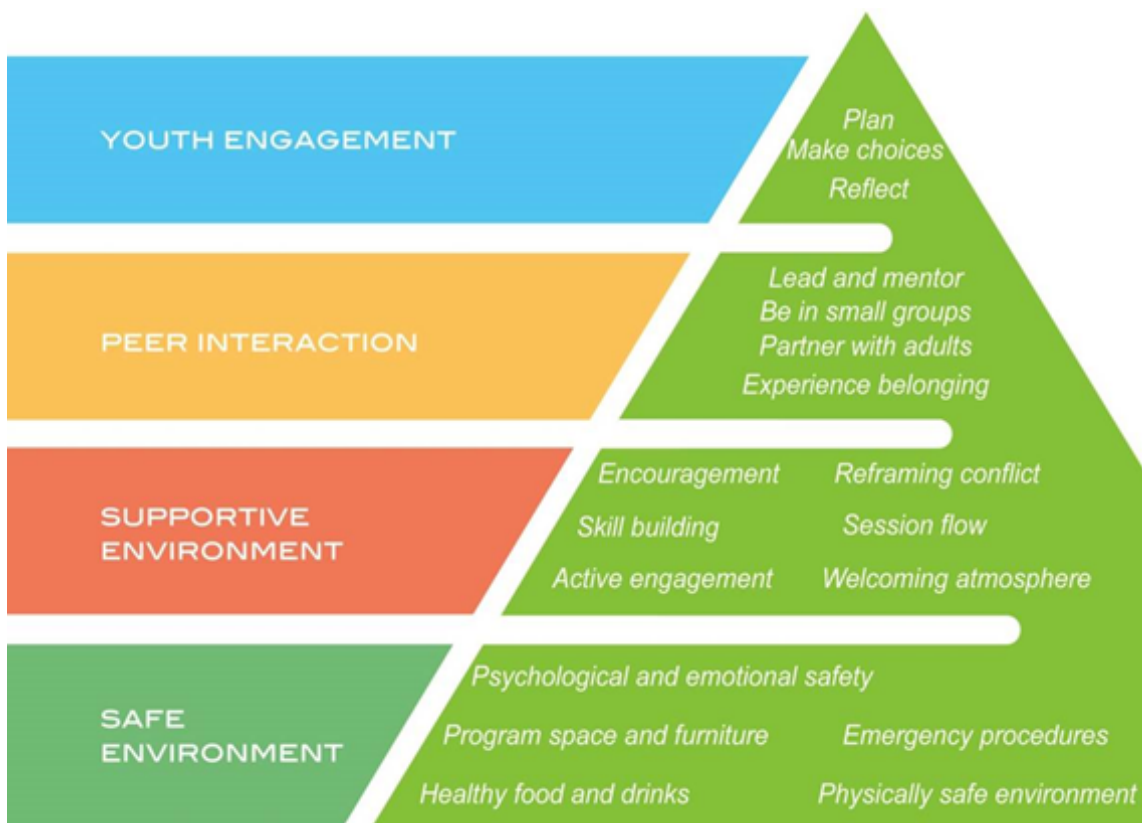
What is the 4-H organization's mission mandate?

What are the 4 pillars of the 4-H program?

Developmental Context

As a 4-H Youth Development professional, creating an environment for youth to grow and develop is paramount. The pyramid of Youth Program Quality is about maximizing context and trying to ensure that young people are participating in programming that includes all aspects. The level a program reaches on the Program Quality Pyramid is how positive youth development is achieved. When programs are designed with youth engagement as the intended result the more youth development a young person receives. The more time a young person spends at a higher-level on the youth program quality pyramid the greater the effect of the youth development.

Out-of-School Time Program Quality Pyramid^{13,14}



4-H programming should strive to allow youth to participate at the highest level of program quality, youth engagement. However, to be able to achieve the next level of program quality each preceding level of the pyramid must first be achieved. Not all programming will reach the level of youth engagement, yet the successful educator will strive to move programming to that level.

[13] David P. Weikart Center for Youth Program Quality (2020). Program Quality Pyramid. Center for Youth Program Quality.

[14] David P. Weikert Center for Youth Program Quality. <http://www.cypq.org/>

4-H Essential Elements

4-H has used the 4-H Essential Elements to promote elements of program quality^{15,16}. Complete the following table regarding the 8 Essential Elements of Positive Youth Development:

ESSENTIAL ELEMENT	DEFINITION	CONNECT TO THE PROGRAM QUAKITY PYRAMID (ABOVE)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

BIG M¹⁷

Complete the following chart. Define Big M and its constructs.

Beyond context, what other aspects of the 4-H Club Program Model are embedded in the 4-H essential elements?

[15] Kress, C. (2005). Essential Elements of 4-H youth development. Chevy Chase, MD: National 4-H Headquarters, CSREES USDA.

[16] Meyer, S., & Jones, K. R. (2015). Promoting the Essential Elements of 4-H Youth Development Through an Experiential Learning Model. Journal of Extension [On-line], 53(5), Article v53-5iw4. Available at: <https://joe.org/joe/2015october/iw4.php>

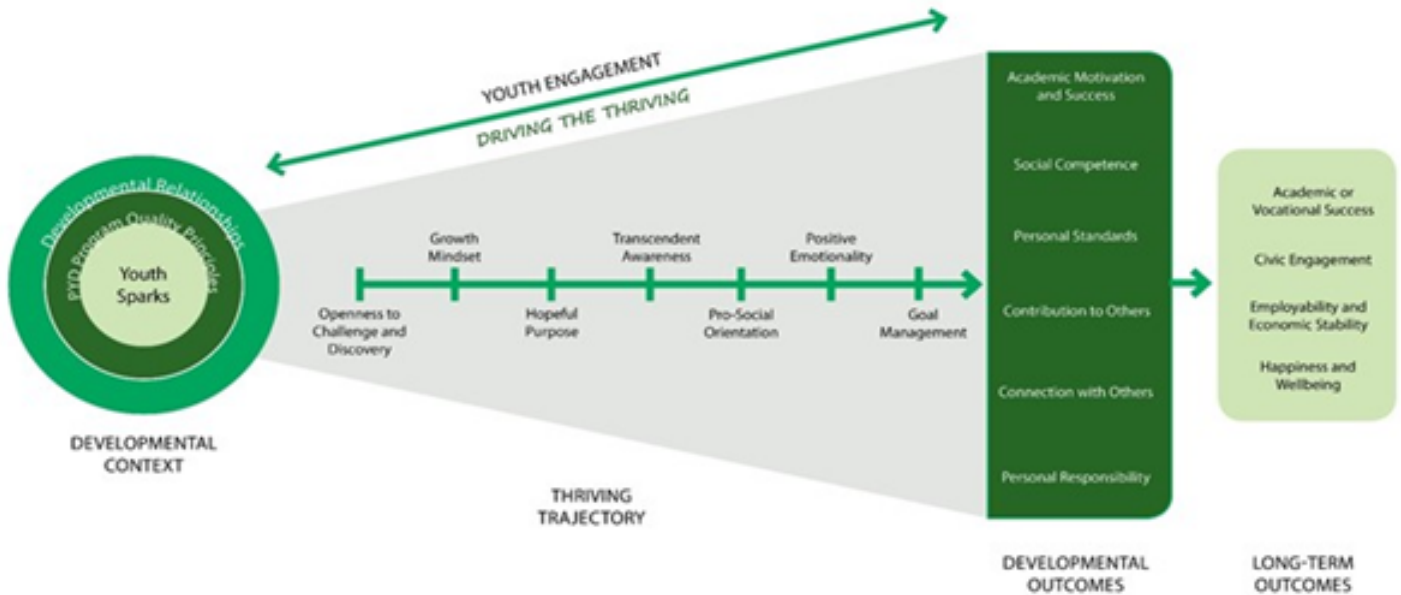
[17] Kress, C. (2003). The Circle of Courage in Practice: The 4-H Club Study1. Reclaiming

Children and Youth, 12(1), 27. <https://search.proquest.com/openview/69042bc4bd4aeafbaee0c43d9eeab7df/1?pq-origsite=gscholar&cbl=33810>

Youth Outcomes

The 4-H Thriving model predicts that youth who participate in 4-H programs that provide a high-quality developmental context will thrive, and thriving youth achieve key developmental outcomes¹⁸.

The 4-H Thriving Model



Arnold, M. E. (2018). From Context to Outcomes: A Thriving Model for 4-H Youth Development Programs. *Journal of Human Sciences and Extension*, 6(1), 141-160. <https://www.jhseonline.com/article/view/653/564>

4-H programs, when done well, help youths thrive by providing a place for youth to explore their interests and passions (Mastery); offering programs that follow youth program quality principles with a focus on belonging (Belonging); and, emphasize developmental relationships with caring adults who support, challenge growth, and share power (Independence).



[18] Arnold, M. E. (2018). From Context to Outcomes: A Thriving Model for 4-H Youth Development Programs. *Journal of Human Sciences and Extension*, 6(1), 141-160. <https://www.jhseonline.com/article/view/653/564>

Youth Sparks are the things in life that young people are passionate about¹⁹ – a skill or talent, a special interest or an ability that comes from within and, when expressed, it brings the young person joy - and then produces the motivation to achieve the developmental outcomes that lead to professional success. Sparks motivate and inspire young people and bring excitement to their 4-H program participation.

Your role as a 4-H youth development professional is to train and manage 4-H leaders and volunteers who have a direct relationship with the young people in your program. 4-H leaders play a critical role in helping young people find and ignite their sparks. They partner with youth in the discovery process by encouraging and providing opportunities for a 4-H member to express their spark. Leaders need the tools to help youth find their sparks in a variety of different ways, from teaching them skills, to mentoring the young person in their spark or even just supporting their passions by attending concerts, sporting events, art shows or public events where their young person is in their happy place. Helping ignite a young person's spark isn't just about being their biggest cheerleader but about giving constructive feedback and always pushing them to step out of their comfort zone and try something new. Sparking the passions and interests of 4-H'ers goes beyond their project and club involvement.

Key Developmental Outcomes

The 4-H Thriving Model²⁰ takes what we know to be true about the 4-H program and puts it into a causal model. Go here to acquaint yourself with even more resources on the 4-H Thriving Model:

<https://health.oregonstate.edu/thriving-model/training-materials-educators>. By reviewing the model (above) define each thriving trajectory indicator and then think about what type of program can enhance this indicator?

Openness to Challenge and Discovery:	
Growth Mindset:	

[19] Arnold, M. E., & Gagnon, R. J. (2019). Illuminating the Process of Youth Development: The Mediating Effect of Thriving on Youth Development Program Outcomes. *Journal of Human Sciences and Extension*, 7(3), 24-51. <https://www.jhseonline.com/article/view/901/750>

[20] Arnold, M. E. (2018). From Context to Outcomes: A Thriving Model for 4-H Youth Development Programs. *Journal of Human Sciences and Extension*, 6(1), 141-160. <https://www.jhseonline.com/article/view/653/564>

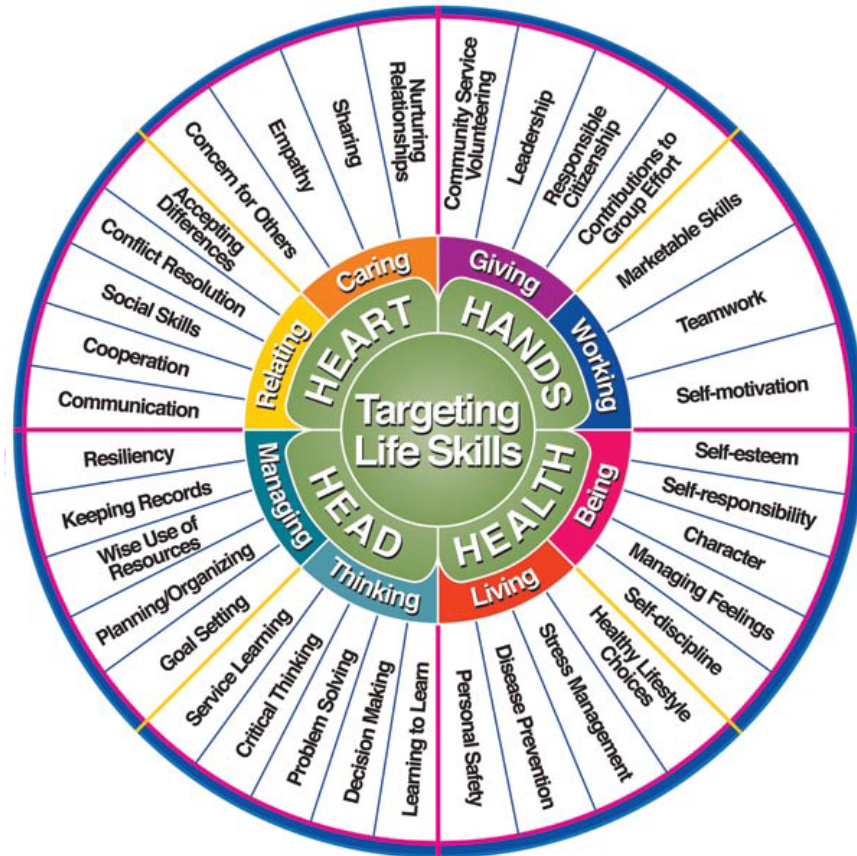


THRIVE MODEL INDICATOR & DEFINITION	WHAT TYPE OF PROGRAM ENHANCES THIS INDICATOR?
-------------------------------------	---

Hopeful purpose:	
Transcendent Awareness:	
Pro-Social Orientation:	
Positive Emotionality:	
Goal Management:	

4-H Targeting Life Skills Model

One way to understand what skill 4-H programming is targeting is The Life Skills Wheel²¹. The 4-H Targeting Life Skills Model connects the components of 4-H, to macro skills, and specific developmental outcomes. The model is most effective to ensure programming is targeting diverse life skills. It can also be used to enhance program objective development and improve evaluation by ensuring measures are specific and targeted.



Hendricks, P. (1996) Targeting life skills model: Incorporating developmentally appropriate learning opportunities to assess impact of life skills development.<http://www.extension.iastate.edu/4H/skls.eval.htm>

Take a look at the 4-H Life Skills wheels and pick out 4 life skills you would like to incorporate into your programming from the onset. Being intentional about incorporating life skill development in your programming helps inform evaluation design²².

How does the 4-H Thriving Model and the Targeting Life Skills Model intersect?

[21] Hendricks, P. (1998) Developing Youth Curriculum Using the Targeting Life Skills Model.

[22] Brandt, B. (2013). A Tool Kit for Building Life Skills Using Experiential Education and Games. *Journal of Extension* [On-line], 51(5), Article 5TOT8. https://www.joe.org/joe/2013october/pdf/JOE_v51_5tt8.pdf



Caring Adults

The 4-H positive youth development program model is predicated on utilizing volunteers to implement high-context youth development. Working with volunteers provides many opportunities and with any human resource there are risks and liabilities for program staff.

Refer to Arizona 4-H Policy & Procedures for the current policies for 4-H volunteers.
(<https://extension.arizona.edu/4-h-volunteer-resources>).

Engle, D. & Elliott-Engel, J. (2020). Volunteer and Risk Management Guide, The University of Arizona Cooperative Extension 4-H Youth Development. (Extension Publication), AZ1820-2020. University of Arizona Cooperative Extension.

Refer to University of Arizona Cooperative Extension Volunteer website for current policies for University of Arizona Cooperative Extension volunteers (<https://extension.arizona.edu/volunteer-opportunities>).

Program Development Process

This section deals with the program development process²³ - the involvement of stakeholders in planning, implementing and evaluating the Extension program. As a 4-H educator, you will need to develop educational programs that meet the needs of our communities and continuously review, assess, and adapt programming to ensure fidelity²⁴.

The steps are:

1. Conduct a need assessment: what does your community need to make it thrive?
2. Gather Stakeholder input: what do people in your community want to make it thrive?
3. Design and develop a program: what are the short, medium, and long term goals you hope to achieve with this program?
 - a. Create a logic model to help guide this process.
4. Evaluation: how do you know that your program was successful? Did people gain the knowledge, wisdom or skill you were hoping?
 - a. When you are working on the evaluation plan, use the UACE CRED team to help assist you.
<https://mccllellandinstitute.arizona.edu/content/community-research-evaluation-development-cred-team>

List state specialists that could assist with program design and/or implementation. How would you go about requesting assistance from them?

Explain how evaluation can be useful to you as you are deciding on next year's educational program or marketing a program's benefits. How can this information be collected, analyzed and used?

[23] Franz, N., Garst, B. A., & Gagnon, R. J. (2015). The Cooperative Extension Program Development Model: Adapting to a Changing Context. *Journal of Human Sciences and Extension*, 3(2), 3-12. <https://www.jhseonline.com/article/view/682/586>

[24]Herman, M., & Grant, S. (2015). Minnesota 4-H Youth Program Quality Improvement Model. *Journal of Extension* [On-line], 53(4), Article v53-41w4. Available at: <https://www.joe.org/joe/2015august/iw4.php>



Funding your program

Finding external sources of funding for your programming is crucial²⁵. There are three main channels for funding a program. Cost recovery, grants, and donations.

1. Cost recovery: These are fees that can be charged to participants to cover the cost of materials and supplies of a given program.
2. Grants: There are thousands of grants that support youth development programs. Working with your supervisor and colleagues can help you determine the best course of action when it comes to grant writing.
3. Donations: It is possible to find financial support from donors who believe in your programmatic mission. The process for soliciting donations needs to be systematic and is conducted through the CALS development office.

Think about these three potential funding streams and determine which route is best for your programmatic needs. Write your thoughts:

[25] Elliott-Engel, J., Westfall-Rudd, D. M., Kaufman, E., & Seibel, M. (in press). Extension's Response to the Change in Public Value: Considerations for Ensuring the Cooperative Extension System Financial Security. *Journal of Human Sciences and Extension*.

Policy & Procedure

There will be many additional supports for you regarding reporting. See also UACE 4-H Youth Development Reporting Guide.

A. 4-H Policy and Procedures Date Observed Questions/remarks

Meet with State 4-H Program Leader to discuss _____ the 4-H Policy and Procedures Handbook to familiarize yourself: location still being determined

B. Performance Reports Date Observed Questions/remarks

Meet with supervisor to discuss reporting in _____ in the UA Vitae System and to familiarize yourself. <https://uavitae.arizona.edu/>

B. Forms-Travel Date Observed Questions/remarks

Meet with business officer to familiarize yourself _____ with the policies and procedures of travel both in and out of state: <https://www.fso.arizona.edu/travel>

After reviewing the Arizona 4-H Policy and Procedure Handbook what questions do you still need further guidance?

Question 1.

Question 2.

Question 3.

Understanding Your Environment (Your Community)

Program Development starts with knowing your community²⁶. The next section is designed to help guide you in learning about your community.

Get to know your 4-H program

Total number of 4-H members

Number of 4-H volunteers

	Date Observed	Questions/remarks
Visit a club meeting	_____	_____
Visit a program delivery site	_____	_____
Attend a Fair Board Meeting	_____	_____

Create a power point, handout and presentation. Use the UACE 4-H Statewide Marketing Resources (<https://extension.arizona.edu/statewide-marketing-resources>) website for templates and photos.

D. Review Materials

	Date Observed	Questions/remarks
Review your counties most recent 4-H newsletter	_____	_____
Review another county's most recent newsletter	_____	_____
Review your counties social media sites	_____	_____
Review the AZ 4-H Policy & Procedure Handbook	_____	_____

[26] Arnold, M. E. (2015). Connecting the Dots: Improving Extension Program Planning with Program Umbrella Models. *Journal of Human Sciences and Extension*, 3(2), 48-67. <https://www.jhseonline.com/article/view/685/589>

List 4-H Community Clubs

List all County Projects

List all delivery modes including School Partnerships

List other Extension professionals facilitating youth programming

Write a paragraph about the 4-H history and development of your county:

What do the statistics show? Where are some areas that you see need for programmatic development?

The 4-H youth development program is about improving the lives of young people and improving our communities²⁷. Where do you see the intersection between the county needs, the 4-H program, and your expertise?

[27] Smathers, C., Washburn, L., Toomey, M., Johannes, E., Iaccopucci, A.M., & Johnston, K. (2018). Organizational Readiness to Engage in Policy, System, and Environment Changes Supporting Positive Youth Development for Health: Case Studies from the Cooperative Extension System Frame by the Transtheoretical Model. *Journal of Human Sciences and Extension*, 6(2), 81- 101. <https://www.jhseonline.com/article/view/722/623>

County Background Information

Valuable background is needed. Complete this section by filling in the information for your county.

Suggested references • Current U.S. agricultural and population census reports

<https://www.census.gov/data.html>
<https://www.countyhealthrankings.org/>

A. State wide

Number of Counties _____
Number of tribal communities _____
Population Centers _____
Youth Population _____

B. County specific information

Population information
Number of towns _____
Number < 99,999 population _____
Number > 100,000 population _____
Total population _____

Percent of population over 65 years of age

Percent of population under 18 years of age

Number of school age youth in grades 3 -12

Chart the number of potential youth (ages 8-18) in your county by community _____

C. Geographic information

Land area of county (square miles) _____
Elevation _____
Average annual rainfall[AMP1] _____

D. Economic information

List the top three economic industries

Where are the economic trends heading?

E. General information

Number of households	_____
Trend (increase or decrease)	_____
Persons per household	_____
Trend (increase or decrease)	_____
Educational level (median school years completed)	_____
Median family income level	_____
Infant mortality rate	_____
Number of families with children under 6 years of age	_____
Number of families with children under 18 years of age	_____
School dropout rate	_____
Unemployment rate	_____

Information on county organizations and key leaders

Use the following outline to obtain information about organizations and individuals in your county. Write not applicable (N/A) in blanks where condition does not exist.

1. County 4-H Leaders' Association (4-H Council)

NAME	POSITION HELD	EMAIL/CELL PHONE

2. County Extension Council

NAME	TITLE	MAJOR JOB RESPONSIBILITY

3. Extension employees in your county

NAME	POSITION HELD	EMAIL/CELL PHONE

4. State Specialists

NAME	TITLE	MAJOR JOB RESPONSIBILITY

5. County Extension Administrative Support including business manager, support staff, etc

NAME	TITLE	MAJOR JOB RESPONSIBILITY

6. County Board of Supervisors/Managers

NAME OF SUPERVISOR	TITLE	AREA/REGION OF RESPONSIBILITY

7. Program Committees/Task Forces/Youth Boards

COMMITTEES/ TASK FORCE/YOUTH BOARD	CHAIR	NUMBER OF MEMBERS

8. State Legislators

NAME	TITLE	EMAIL ADDRESS

9. U.S. Congressional Representatives and Senators

NAME	TITLE	MAJOR JOB RESPONSIBILITY

10. School Superintendent(s)

NAME	DISTRICT & POSITION HELD	EMAIL ADDRESS

11. Mayors, city managers and members of city councils

NAME	TITLE	CITY

12. Public/Private Schools

SCHOOL	SUPERINTENDENT	PRINCIPAL

13. Agriculture Science/Career and technical skills Teachers

LOCATION	TEACHER

14. Career and technical skills Teachers

LOCATION	TEACHER

15. Executives or key leaders of major organizations and agencies in the county working with families

LOCATION	TEACHER

16. Executives of major organizations working with youth

ORGANIZATION	NAME	EMAIL ADDRESS

17. Executives of Chambers of Commerce in the county

ORGANIZATION	NAME	EMAIL ADDRESS

18. Officers or other key leaders in major civic organizations in the county

ORGANIZATION	NAME	EMAIL ADDRESS

List any of the resources available to you and your programming across the state.

NAME OF LOCATION	DESCRIPTION	CONTACT NAME

Press, Radio, Television & Social Media

Primary daily paper(s) circulated in your county:

NAME OF PAPER	NAME OF REPORTER	LOCATION	HAVE YOU MET EDITOR/REPORTERS?
1.			
2.			
3.			

Primary weekly paper(s) circulated in your county:

NAME OF PAPER	NAME OF REPORTER	LOCATION	HAVE YOU MET EDITOR/REPORTERS?
1.			
2.			
3.			

Primary radio stations in your county:

NAME OF RADIO STATIONS	CONTACT NAME	PHONE/EMAIL	HAVE YOU MET RADIO HOST?
1.			
2.			
3.			

Primary television in your county:

NAME OF STATION	CONTACT NAME	PHONE/EMAIL	HAVE YOU MET REPORTERS?
1.			
2.			
3.			

Primary social media sites in your county:

NAME OF SOCIAL MEDIA SITES	CONTACT NAME	WEB ADDRESS	NOTES
1.			
2.			
3.			

NOTE: If you haven't already, send a press release to your local newspaper announcing being hired as the new 4-H county-based youth development professional.



THE UNIVERSITY OF ARIZONA

Cooperative Extension



Delivered by University of Arizona Cooperative Extension, Arizona 4-H empowers young people across the state with the skills they need to lead for a lifetime. Youth collaborate with caring adult mentors to lead hands-on projects in areas like science, health, agriculture and citizenship. Mentors provide a positive environment where youth learn by doing.

Arizona 4-H serves more than 100,000 youth and is delivered in every county—through in-school and after-school programs, school and community clubs and 4-H camps.

Learn more at extension.arizona.edu/4H

Stay connected at facebook.com/Arizona4H 