4-H YOUTH DEVELOPMENT
Clemson University Cooperative Extension

Strategic Plan 2021-2025
A strategic planning committee was charged with making recommendations for a comprehensive strategic plan and met in August 2020. The committee began to meet virtually as it became clear that face-to-face meetings were not possible due to the COVID-19 pandemic. With regular meetings over the Zoom web conferencing tool, the committee generated an initial draft of their recommendations by April 2021. With additional review by the Extension Leadership Team and others, a final more concise draft was prepared for the South Carolina 4-H Strategic Plan for 2021-25. It coincides with a more detailed working document. The committee consisted of the following individuals:

Dr. Tony Cook, Consultant & Co-Chair  
Karissa Ulmer, Co-Chair, District Extension Director  
Meghan Barkley, Beaufort County 4-H Agent  
Marie Bolt, Extension Events Coordinator  
Rushawnda Olden, 4-H Pinckney Leadership Director  
Terri Sumpter, Sumter County 4-H Agent  

Faith Truesdale, Florence County 4-H Agent  
Savannah Weeks, Charleston County 4-H Agent  
Alana West, Newberry County 4-H Agent  
Patricia Whitener, Greenville County 4-H Agent  
Richard Willey, Shooting Sports Coordinator
Clemson 4-H Youth Development

CURRENT STATE
Clemson 4-H Program

- 5 Program Areas
- 7 delivery modes
  - Organized club
  - Special interest (SPIN)/Short-term program
  - Camp (day or residential)
  - School enrichment
  - Individual/Independent study
  - School-aged, child-care or afterschool
  - Instructional media
- Membership
  - 6 hours of program exposure
  - $15 individual or group enrollment
4-H Staffing
As of August 27, 2021

4-H Regions
Outward facing (Public)
South Carolina 4-H – TOTAL Enrollment

10% of 4-H-age youth in SC
Clemson 4-H Youth Development

STRATEGIC PLAN 2021-2025
VISION

Youth involved in South Carolina 4-H learn, grow, and work toward healthy, productive, and contributing roles in society.

MISSION

The mission of South Carolina 4-H is to enhance the lives of youth throughout the state. We accomplish this through:

• Youth involvement in experiential learning opportunities that help develop life skills
• Providing environments in which youth and adults learn, grow, and thrive together as catalysts for positive change
• Providing opportunities for youth to gain the knowledge and skills to be responsible, productive, and contributing members of society.
GUIDING PRINCIPLES

Positive Youth Development

4-H creates the context and content for positive youth development, subscribing to a set of essential elements characteristic of high-quality youth development.

4-H helps young people see themselves as unique, resilient, life-long learners who actively participate in their own future—setting personal goals and practicing self-determination.

4-H values results-driven educational opportunities and experiences that are based upon cutting edge youth development research and best practices proven to have impact.

Partnerships

4-H values partnerships.

4-H is the youth development program of the US Department of Agriculture and is implemented by the Cooperative Extension system through the over 110+ land-grant colleges and universities.

4-H creates connections between public and private entities, non-profits, schools, and community organizations.

4-H funds programming through a partnership of federal, state and local governments, National 4-H Council, state 4-H foundations and other private entities.

4-H connects youth and caring adults as partners in planning and striving for individual, and community change.

4-H engages well-trained, enthusiastic professional staff who lead, advise, and partner with youth and are regularly provided opportunities for personal growth and satisfaction.

4-H recognizes volunteers as critical partners and fosters relationships that lead to positive outcomes for youth and adults.

Learn

4-H engages the broader community in supporting youth development and involves youth in building stronger communities through science, healthy living, and civic engagement and leadership.

4-H designs challenging and interesting experiences with important consideration given to the depth of the content, age appropriateness of the experience and the context in which it is delivered.

4-H integrates knowledge, skills and behaviors of formal and non-formal education strategies.

4-H youth and adults develop and evaluate intentional learning experiences; 4-H builds life skills in youth and adults.

4-H evolves to meet the interests and needs of youth and adults.

4-H staff are recognized as leaders in high-quality youth development, teaching, research and evaluation.

4-H relies on the extensive network of research from the land-grant universities to support positive youth development and program content.

Youth

4-H matches the needs, interests, abilities and cultural norms of young people, their families, and their communities.

4-H believes that all young people, as members of families and communities and citizens of a global society, should have the opportunity to reach their full potential.

4-H builds a culturally competent workforce engaging adults and youth from diverse backgrounds.

4-H is inclusive and embraces diversity.

4-H values the safety and well-being of youth and adults.

4-H conducts programs under the authority of the USDA and is committed to affirmative action and belonging.
PRACTICAL VISION

Where do we really see ourselves in 4 years?!

• Streamlined and focused 4-H programs that promote youth thriving
• Well-trained and supported 4-H professionals who understand their role and direction
• Established capacity to expand our reach and cover all 46 South Carolina counties
• Consistent and equitable processes, policies, and procedures
• Increased access, equity, and opportunity for youth engaged in our programs
• Alignment of resources to meet needs of professionals, programs, and audiences we serve
• Recognized leaders in youth development

Summarized from 2019 Focus Groups and Program Area Recommendations
What is blocking us from achieving our vision?

- Lack of clarity in roles, processes, and expectations
- Inconsistent programmatic focus and direction
- Inefficient organizational practices
- Limited centralized communication and accountability
- Difficulty hiring and retaining high-quality and competent youth development professionals
- Limited resource capacity to support programs and personnel, including volunteer development

Summarized from 2019 Focus Groups and Program Area Recommendations
Five Emphasis Areas

1.) POWER OF YOUTH - Advancing positive youth development through 4-H. Youth involved in South Carolina 4-H learn, grow, and work toward healthy, productive, and contributing roles in society.
   
   Goal 1: Youth, through 4-H involvement, develop their potential and are leaders in their communities.

2.) ACCESS, EQUITY, AND OPPORTUNITY - Increasing access to opportunities that will set youth on a trajectory to thrive. All youth have the opportunity to engage with South Carolina 4-H.
   
   Goal 2: All youth engage in programs and opportunities.

3.) EXTRAORDINARY OPPORTUNITIES TO LEARN - Enhancing curriculum and learning. South Carolina 4-H is a leader in educational programming.
   
   Goal 3: Youth engage in high quality, diverse, and relevant learning opportunities.

4.) EXCEPTIONAL PEOPLE, INNOVATIVE PRACTICES - Improving meaningful youth engagement. South Carolina 4-H is a leader in educational programming.
   
   Goal 4: Youth are surrounded with competent, prepared staff and volunteers.

5.) EFFECTIVE ORGANIZATIONAL SYSTEMS - Developing the capacity to effectively communicate the 4-H story and deliver high-quality programs for all youth.
   
   Goal 5: The 4-H system has the capacity to effectively impact the lives of youth across South Carolina.
## 4-H YOUTH DEVELOPMENT: POWER OF YOUTH

Advancing positive youth development through 4-H. Youth involved in South Carolina 4-H learn, grow, and work toward healthy, productive, and contributing roles in society.

### Goal 1: Youth, through 4-H involvement, develop their potential and are leaders in their communities.

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<thead>
<tr>
<th>Objective/Outcome A</th>
<th>Strategies/Actions</th>
<th>Metric of Success</th>
<th>Timeline</th>
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<tbody>
<tr>
<td><strong>Youth are partners in their success.</strong></td>
<td>1. Focus on the 4-H Thriving Model.</td>
<td>a. Volunteers and staff are trained on the 4-H Thriving Model.</td>
<td>1 year; continuing</td>
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<td>b. A checklist for youth program quality is developed and communicated.</td>
<td>2 years</td>
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<td>c. An assessment strategy that covers the eight principles of youth program quality is used for all state-level programs.</td>
<td>3 years; continuing</td>
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<td>2. Youth voice is an integral part of program direction, planning, and delivery.</td>
<td>a. Two youth serve on 4-H Advisory Council.</td>
<td>1 year; continuing</td>
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<td>b. Youth perspective is actively solicited in 100% of pilot programs developed, implemented, and evaluated at the state level.</td>
<td>1 year; continuing</td>
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<td>c. State Teen Council meets with advisors monthly and with the entire state 4-H staff once a year.</td>
<td>2 years; continuing</td>
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<td>d. Second-year Ambassadors affiliated with 4-H program areas meet with committee members at least twice annually.</td>
<td>2 years; continuing</td>
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<td><strong>Youth are civically engaged.</strong></td>
<td>1. Youth use their knowledge, skills, and abilities to serve.</td>
<td>a. Youth contributions in all project record books and portfolios is monitored and assessed.</td>
<td>2 years; continuing</td>
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<td>b. By 2025, an increase in the number of youth contributing to their communities and 4-H is measured.</td>
<td>4 years</td>
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<td>2. Teen leaders are developed.</td>
<td>a. Each state-level leadership program, 4-H Pinckney Leadership Program, State Teen Council, and Ambassadors have well-defined goals and objectives that are unique and complementary of other 4-H leadership programs.</td>
<td>1 year</td>
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<td>b. A leadership pathway is developed and communicated systemwide.</td>
<td>2 years</td>
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<td>c. By 2025, all local 4-H programs have a County Teen Council.</td>
<td>4 years</td>
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<td>3. Civic engagement is a central part of the 4-H experience.</td>
<td>a. Civic engagement is defined and communicated systemwide.</td>
<td>1 year</td>
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<td>b. Where appropriate, civic engagement is intentionally integrated into 4-H programs and events.</td>
<td>2 years</td>
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<td>c. By 2025, self-selection of civic engagement and/or leadership activity in 4HOnline enrollment increases 10 percent.</td>
<td>4 years</td>
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<tr>
<td><strong>Youth are prepared for college and career.</strong></td>
<td>1. Increase workforce development and soft skills among youth participants.</td>
<td>a. Identify top skills needed for workforce and soft skill development.</td>
<td>2 years;</td>
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<td>b. Train 4-H staff on methods to intentionally integrate development of identified skills into 4-H programs.</td>
<td>continuing</td>
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<td>c. Evaluate social-emotional skills for key positive youth development outcomes in 100 high-school youth.</td>
<td>3 years; continuing</td>
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<td>2. Incorporate real-world experiences and practical application of knowledge into programming.</td>
<td>a. The Experiential Learning Model is used by all 4-H programs.</td>
<td>1 year; continuing</td>
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### 4-H YOUTH DEVELOPMENT: ACCESS, EQUITY, AND OPPORTUNITY

Increasing access to opportunities that will set youth on a trajectory to thrive. All youth have the opportunity to engage with South Carolina 4-H.

**Goal 2: All youth engage in programs and opportunities.**

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| Access to 4-H programs is systematically valued and implemented. | 1. Vision and culture of 4-H focus on increasing opportunity for all.  
   a. The 4-H Thriving Model is reviewed with agents.  
   b. Volunteers are trained on the 4-H Thriving Model. | 1 year; continuing  
   2 years; continuing | |
| 2. Belonging is fostered throughout the 4-H system. | a. Agents play an active role in planning and implementing statewide 4-H programming through structured committee work.  
   b. The outcomes of the 4-H Retention study are shared with 4-H agents.  
   c. Volunteers are trained on strategies to increase the sense of belonging. | 1 year; continuing  
   2 years; continuing  
   2 years; continuing | |

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| All youth, families and communities have opportunities to be involved in high-quality 4-H programs. | 1. Program areas are implemented consistently across the state and represented in each county and region.  
   a. Policies, procedures, and terms are consistently defined and used across program areas and in counties across the state.  
   b. Review current awards and incentives programs to ensure accessibility among all 4-H youth who are participating in a wider base of 4-H experiences beyond portfolios. | 1 year; continuing  
   3 years; continuing | |
| 2. Increase program reach and effectiveness in engaging youth and families in all counties and across all socio-economic levels. | a. Assess current demographic reach of the 4-H program in individual and group enrollments, as well as volunteers.  
   b. Develop sustainable practices for participation scholarships.  
   c. By 2025, increase adult volunteers and individual enrollments of underrepresented populations by 5 percent. | 1 year; continuing  
   2 years; continuing  
   4 years | |
| 3. Programmatic resources intentionally designed to reach diverse audiences. | a. Best practices associated with program delivery to reach diverse audiences are identified and communicated with staff and volunteers.  
   b. Programs intentionally decrease identified barriers to participation.  
   c. Marketing strategies appeal to diverse audiences. | 2 years; continuing  
   2 years; continuing  
   3 years; continuing | |

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| 4-H volunteers and staff are skilled, knowledgeable and prepared to work with all members of their community. | 1. Needs of the community are assessed.  
   a. All agents engage in a community mapping exercise to identify underrepresented segments of the youth population. | 2 years | |
| 2. Staff and volunteers access tools, curricula, and competency-based training on inclusion. | a. All agents engage in *Navigating Difference.*  
   b. Increase in the resources available to agents, faculty, and volunteers in the area of access, equity, opportunity, and ADA. | 2 years  
   3 year; continuing | |
## 4-H YOUTH DEVELOPMENT: EXTRAORDINARY OPPORTUNITIES TO LEARN

Enhancing curriculum and learning. South Carolina 4-H is a leader in educational programming.

### Goal 3: Youth engage in high quality, diverse, and relevant learning opportunities.

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<td><strong>A</strong></td>
<td>4-H learning is grounded in research-based theories and practices.</td>
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<td>1. Programs are based on researched best practices, including terminology, policies, informational content, and skills.</td>
<td>a. Current curricula and learning materials are inventoried and assessed for usage. b. Standardized curricula is used for school enrichment programs and across all 4-H program areas. c. Policies and terminology across programmatic offerings are standardized.</td>
<td></td>
<td>1 year; continuing</td>
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<td>2. Publications and curricula across each program area are well-referenced and utilize best practices.</td>
<td>a. Informational content disseminated through 4-H projects (e.g., newsletters, record books, and additional content delivered) is referenced. b. Each 4-H program area has at least one peer-reviewed publication or curricula in Land-Grant Press, Journal of Youth Development, or similar.</td>
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<td>1 year; continuing</td>
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| **B**             | 4-H programs reflect sound educational models. | | |
| 1. Best practices in program design, delivery, and evaluation are used. | a. Resources related to Universal Design for Learning are reviewed and communicated to the team. b. Each agent is observed and interviewed related to their program implementation. c. Volunteers are given resources to effectively implement programs. | | 1 year; continuing |
| 2. Programs are high-quality and impactful. | a. Focused learning outcomes are identified and evaluated within each program area. | | 1 year; continuing |

| **C**             | Programs are delivered in a variety of ways that engage youth. | | |
| 1. Youth-centered learning is the focus of 4-H experiences. | a. All programs integrate youth perspective into the developmental context. b. Learning is evaluated with validated instruments. | | 1 year; continuing |
| 2. Diverse program offerings are available to facilitate youth sparks. | a. Every county uses at least four of the seven 4-H delivery modes in the 4-H program (e.g., in-school enrichment, organized clubs, special interest, camping, independent-study, afterschool/childcare, and instructional media) b. Each program area has at least one independent-study project available to cultivate youth sparks. | | 1 year; continuing |

| **D**             | 4-H programs meet a high standard of quality and accountability. | | |
| 1. Implementation standards are identified or developed and used to evaluate program delivery. | a. A checklist for youth program quality is developed and communicated. b. An assessment strategy that covers the eight principles of youth program quality is used for all state-level programs. | | 2 years; continuing |
| 2. Learning and positive youth development outcomes are achieved. | a. 4-H Common Measures is adopted as a standard evaluation tool and a Qualtrics library is created for staff to utilize. b. Data from evaluations reflect indicators of youth thriving. | | 2 years; continuing |
**Goal 4: Youth are surrounded with competent, prepared staff and volunteers.**

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<td><strong>A</strong></td>
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| 1. Professionals are hired with positive youth development focus. | a. Interview and screening questions select for candidates that are strong in youth development and program leadership competencies.  
b. All needed positions are filled to provide 4-H presence in each county and through to the state level. | 1 year; continuing  
3 years; continuing |         |
| 2. Professionals are actively recruited and retained. | a. Retention and recruitment strategies are identified and implemented.  
b. A comprehensive and rigorous 4-H onboarding program is developed and implemented.  
c. All new agents (3 years or less) have assigned mentors that provide dedicated attention to their development. | 2 years; continuing  
2 years; continuing  
3 years; continuing |         |
| 3. 4-H professionals engage in meaningful professional development experiences. | a. Professional competencies are assessed, and gaps targeted for training.  
b. All 4-H professionals are members of a youth development-related professional association.  
c. All 4-H professionals participate in three professional development opportunities or attend one conference. | 1 year; repeat on year 3  
2 years; continuing  
3 years; continuing |         |
| **B**              |                    |                   |         |
| The 4-H program is supported by a well-trained volunteer force. | 1. Adult volunteers support and sustain 4-H program delivery across the state. | a. Every county 4-H program has at least three volunteers approved to take custodial care of youth as program staff in the PcPO Youth Safety Portal.  
b. By 2025, adult volunteer enrollment meets or exceeds pre-pandemic levels to have 3,000 adult volunteers listed in 4HOnline (300 volunteers are individually enrolled). | 2 years; continuing  
4 years; continuing |
| 2. Adult volunteers are well trained to work with youth audiences. | a. Review and assess volunteer program and identify training needs.  
b. Online volunteer training tool is developed and used.  
c. Volunteers receive at least two professional development opportunities per year (one state and one regional). | 1 year  
1 year; continuing  
2 years; continuing |         |
<p>| <strong>C</strong>              |                    |                   |         |
| 4-H is a leader in the research and practice of positive youth development. | 1. Deliver industry and community-invited presentations. | a. Each team member will deliver a minimum of three limited-submission or invited presentations. | 4 years |
| 2. The expertise of 4-H professionals is communicated through high-quality, peer-reviewed publications. | a. By 2025, at least 10 publications will be published by the 4-H Program Team members in Land-Grant Press or refereed journal. | 4 years |</p>
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| 4-H is led through a shared leadership model. | 1. 4-H professionals promote programmatic issues of statewide importance related to the land-grant university Cooperative Extension System implementation of the 4-H program. | a. Agents and state staff serve on 4-H Program Area Committees to develop and execute an annual plan of work.  
b. Other committees are formed or function as the need arises by invitation or on a volunteer basis. | 1 year, continuing  
1 year; continuing |

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| Partnerships are utilized to build the impact of 4-H programming. | 1. 4-H develops and fosters innovative internal and external partnerships. | a. Assess current partnerships & collaborations.  
b. Develop strategies & guidelines for improving and expanding their use with input from advisory boards and other stakeholder groups.  
c. Each 4-H professional will collaborate with at least one internal and one external Extension Program Team member, as well as a minimum of two stakeholders, to provide a team-related program, event, or publication. | 1 year  
2 years; continuing  
2 years; continuing |

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| 4-H has the capacity to grow and thrive. | 1. Programs are funded in a sustainable way. | a. Each Program Area Committee develops and maintains an accurate budget.  
b. A long-range funding strategy is developed that accounts for the needs of each 4-H program area. | 2 years; continuing  
2 years |

2. Resources are generated to facilitate program implementation to ensure the fullest potential for participants. | a. At least two grants, sponsorships, donations, and/or in-kind gifts are pursued annually by 4-H agents in support of their local programs.  
b. Aligned with the long-range funding strategy and programmatic focus, at least two grants, sponsorships, donations, and/or in-kind gifts are pursued annually for each statewide 4-H program area.  
c. Funding support 4-H scholarships, trips, and awards is secured for non-project specific, state-level recognitions. (e.g., National 4-H Congress, National 4-H Conference, Presidential Tray, and Spirit of 4-H winners) | 2 years; continuing  
2 years  
4 years |

3. Staffing levels and organizational structure meet the needs of the system. | a. A current organizational chart is developed and communicated to increase clarity.  
b. A staffing plan is developed and executed.  
c. Leverage diverse job boards to increase engagement of underrepresented populations in hiring. | 1 year; continuing  
1 year (initiated); 4 years (complete)  
1 year; continuing |

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| The public recognizes 4-H as a quality positive youth development program. | 1. The 4-H brand is a trusted source of positive youth development. | a. Each county 4-H program has documented recognition program that engages community stakeholders.  
b. State-level award recipients and donors are recognized in a consistent and established manner. | 2 years; continuing  
2 years; continuing |

2. 4-H is an effective marketer and communicator. | a. All 4-H programs following standard operating procedure for marketing as defined by team and Clemson Extension branding.  
b. Current digital marketing strategies are reviewed and assessed.  
c. A marketing plan and associated resources for implementation are developed and communicated. | 1 year; continuing  
1 year; continuing  
2 years; continuing |
## Timeline Themes

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<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<tr>
<td>• Assess current practices and systems&lt;br&gt;• Begin to fill staffing needs&lt;br&gt;• Develop staff and volunteers&lt;br&gt;• Provide focus and clarity</td>
<td>• More intentional focus on youth voice&lt;br&gt;• Increase/evaluate program quality&lt;br&gt;• Additional staff and volunteer development&lt;br&gt;• Begin resource generation</td>
<td>• More assets developed&lt;br&gt;• Recruit and retain quality individuals (youth, volunteers, staff)&lt;br&gt;• Increase scholarly activity&lt;br&gt;• Evaluate programs and progress</td>
<td>• Improvements and progress assessed&lt;br&gt;• Funding secured&lt;br&gt;• Sharing best practices&lt;br&gt;• Telling the 4-H story</td>
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PROPOSED ORGANIZATIONAL CHART
Recommendations as of October 2021
KEY ROLES

State 4-H Program Director

Key Functions:
• Provides visionary leadership to the strategic planning, implementation, and evaluation of positive youth development (PYD) through the 4-H Youth Development program of Clemson University.
• Provides oversight to the 4-H Youth Development by leading the state 4-H staff and guiding the advancement of (PYD) within the cooperative extension service, the Clemson Division of Public Service Agriculture (PSA), the broader university, and collaboration with South Carolina State University (1890).
• Provides oversight and leadership in the development and management of the overall 4-H program budget, including collaboration with state staff and program committees on program/content area budgets.
• Serves as a strong advocate to develop & maintain productive relationships within the university, relevant external agencies, external stakeholders, USDA NIFA, National 4-H Council, other partners, etc.
• Utilizes supervisory skills in leading a dynamic staff of youth development specialists, program assistants, coordinators, and support staff.
• Demonstrates exceptional skills in leading a dynamic staff of youth development specialists, program assistants, coordinators, and support staff.
• Knowledge & ability to provide performance evaluation regarding immediate supervised staff and field staff in relation to 4-H Youth Development programming.
• Dynamic leadership style with a heart and passion for 4-H.
• Connects research and extension efforts to the latest research on PYD and collaborates with other Extension strategic initiatives, SCSU 1890 programs, workgroups, campus specialists, advisors, staff and county Cooperative Extension offices in fostering research and program delivery across the state.
• Aligns the program with USDA NIFA 4-H content areas of Science, Healthy Living, and Civic Engagement & Leadership.
• Serves as the Program Team Director of the 4-H Youth Development team for Clemson Extension.
KEY ROLES

Assistant 4-H Director for Operations

Key Functions:
• Works in collaboration with the State 4-H Director, Assistant 4-H Director for Programs, 4-H Specialists (or lead staff of various content areas), and others for:
  o 4-H Program Planning & Development
  o Marketing & Communications
  o Budgeting
  o Staff Development Training
  o Youth Program Quality Evaluation & Assessment
• Provides leadership and oversight to the Regional Agent Coordinators, regional events & trainings, general grant implementation (Military Youth), and other staff as needed and appropriate.
• Provides support for volunteer management, and related volunteer development:
  • Principles & best practices.
  • Develops and designs volunteer development trainings, curricula, and other educational materials
  • Develops resources to support volunteers; and provides professional development opportunities for staff and academics on adult learning theory and training volunteers.
  • Provides guidance regarding university policy on engaging youth.
• Facilitates the State 4-H Advisory committee and its functions in coordination with the State 4-H Director.
Assistant 4-H Director for Programs

**Key Functions:**
- Work in collaboration with the State 4-H Director, Assistant 4-H Director for Operations, 4-H Specialist (or lead staff of various content areas), and others for:
  - 4-H Program Planning & Development
  - Budgeting
  - Marketing & Communications
  - Content Training
  - Program Evaluation & Assessment
- Provides oversight, guidance, and leadership for 4-H program specialists or other lead staff for content areas, as well as the 4-H Program Area committees.
- Pursues and assists with grantwriting for 4-H programs.
- Promotes curriculum coordination, support, and development.
- Facilitates interactions with the 4-H Foundation Board and its functions in coordination with the State 4-H Director and CAFLS Development Office.
- In coordination with the State 4-H Director, 4-H Director for Operations, content staff leads, and others, seeks to assure alignment with other extension program areas, university faculty, and others in support of extending knowledge of the land-grant university through 4-H.
- Provides leadership to State 4-H Teen Council and associated statewide events.
Regional 4-H Agent Coordinator (Extension Agent)

Key Functions:
• Works closely with the Assistant Director for Operations to provide coordination and support of 4-H programs within their respective 4-H regions.
  o Assures that programs align with the 4-H Strategic Plan as facilitated through the State 4-H Office.
  o Works in collaboration with 4-H Agents within their 4-H region to provide leadership for regional and local programs, events, and activities.
  o Assesses quality of 4-H program delivery across the region and assists with impact reporting.
• Serves as a mentor for all 4-H agents in region.
• Collaborates with Assistant Director for Operations and other 4-H Regional Agent Coordinators to delivery high-quality youth development onboarding training for 4-H agents.
• Assists District Extension Directors with 4-H-related needs in their respective Extension districts.
## KEY ROLES

<table>
<thead>
<tr>
<th>4-H Program Area Coordinator (Extension Associate/Specialist)</th>
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<tr>
<td><strong>Key Functions:</strong></td>
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<tr>
<td>• Serves as state lead/point of contact for their 4-H Program Area Committee:</td>
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<td>• Takes an active role in leading and guiding the activities of the committee;</td>
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<td>• Aligns the direction and scope of work to reflect needs of the state and strategic plan;</td>
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<td>• Communicates goals and objectives with the 4-H Program Team and state 4-H staff;</td>
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<tr>
<td>• Works closely with the chair and members to ensure the committee fulfills its charge;</td>
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<td>• Maintains data and records related to committee work;</td>
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<tr>
<td>• Develops an annual budget or spending plan (approved by the statewide 4-H Director);</td>
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<tr>
<td>• Reports impacts related to committee work with administration, colleagues, and stakeholder audiences.</td>
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<tr>
<td>• Seek collaborations and content expertise from Extension Program Teams</td>
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KEY ROLES

Extension Associates/Specialists

Key Functions:

• 4-H PYD Content Staff provides subject matter knowledge & expertise for the various learning categories in the 4-H program and in alignment with the State 4-H Strategic Plan.

• Content specialists strive to stay current with their respective content areas and its integration into the 4-H program as appropriate & relevant; research-based content, design for diverse audiences, needs assessments, etc.

• Works with respective 4-H Program Committees providing guidance to various curriculum needs, relevant events & activities, conferences, training, content delivery strategies, and program area budget development.

• Assists in the development of the plan of work in coordination with 4-H leadership, program committees, the 4-H strategic plan, etc.

• Seeks out funding through extension, the university, external grants, partnerships & sponsorships in support of programs. Especially seeks out opportunities with USDA NIFA and National 4-H Council.

• Works with the Assistant 4-H Leader for Programs in evaluation & assessment of various content areas, methodologies, events & activities; utilizes 4-H Common Measures and leads implementation in respective content areas.

• Is knowledgeable & capable in Positive Youth Development.

• Is knowledgeable & capable as an educator, trainer, creator of learning opportunities, and facilitator.

• Aligns with appropriate extension & university faculty, program areas, departments, external partners, organizations, agencies, and others in support of respective content areas.
Future Directions (2025-2030)

Additional **Youth Development faculty** in Ag. Sciences to build collaboration between Extension youth programs (4-H and FFA) and department

**Communications & Expressive Arts** considered for potential new program area or expansion of programmatic offerings within current structure of 4-H Youth Development