

Building Upon Our Program Priorities While Strengthening Our Professional Competencies

Current Level of Importance		LRFA Competency	Current Level of Competence	
LRFA: Community Long-term Support Systems for Assets Based Youth Development				
Y1: Long-term support systems will develop competent youth by building internal and external assets through life skill development.				
Mean	Standard Deviation		Mean	Standard Deviation
8.8	1.83	1. Understand fundamental concepts of 4-H clubs	7.7	1.62
7.8	1.93	2. Utilize community youth development theories as the subject matter foundation for 4-H club programming	6.5	1.95
8.2	2.20	3. Develop a holistic 4-H Club Program Plan for a county 4-H program	6.2	2.15
8.6	2.00	4. Understand how to assess and report impacts upon 4-H club program participants' knowledge, skills and attitude changes	5.6	2.01
8.1	2.26	5. Understand federal and state reporting procedures as related to 4-H club program participants	6.3	2.41
8.3	2.04	Overall Objective	6.5	2.0
Y2: Limited income youth residing in Diverse/Public Housing will increase life skill development, which will ultimately result in making informed decisions about life choices to manage life situations and transitions				
Mean	Standard Deviation		Mean	Standard Deviation
7.5	2.38	6. Understand how to create and nurture a helping relationship with limited-resource youth and volunteers	5.8	2.07
7.4	2.40	7. Develop skills and techniques in successful teaching/learning strategies for limited resource youth and volunteers	5.5	1.98
7.7	2.50	8. Understand and value the developmental tasks and their program implications for the 5-8 year old, and their parents as well as the other age cohorts in 4-H	6.4	1.99
7.8	2.60	9. Know and understand the programming resources available for the 5-8 year old	6.3	2.26

Current Level of Importance		LRFA Competency	Current Level of Competence	
<u>7.6</u>	<u>2.47</u>	Overall Objective	<u>6.0</u>	<u>2.08</u>
Y3: Youth involved in short-term educational programs will show increased life skill knowledge and subject matter skill				
Mean	Standard Deviation		Mean	Standard Deviation
8.3	1.67	10. Assess community for life skill needs	6.5	1.75
8.1	1.82	11. Demonstrate the ability to use the Life Skill Model in programming	7.0	1.72
8.3	1.80	12. Demonstrate the ability to write measurable objectives	6.2	2.24
8.6	1.37	13. Assess youth for subject matter interests that are fun and relevant	7.0	1.9
5.9	2.66	14. Understand the ability to apply the LOGIC programming model	3.7	2.7
6.9	2.45	15. Demonstrate the ability to utilize the ISOTURE model for volunteer management	5.2	2.
8.6	1.68	16. Demonstrate the ability to train using the experiential learning model	6.6	2.43
8.1	2.25	17. Understand how to report and utilize impact evaluation data	5.4	2.18
<u>7.9</u>	<u>1.96</u>	Overall Objective	<u>5.9</u>	<u>2.15</u>
LRFA: Workforce Preparation				
Y4: Youth involved in workforce preparation programs will acquire improved understanding of occupational career choices, career preparation options, entrepreneurship knowledge, and competencies required in entry-level positions.				
Mean	Standard Deviation		Mean	Standard Deviation
6.6	3.17	18. Understand fundamental concepts of workforce development	5.0	2.46
6.5	3.30	19. Understand internal and external factors that impact youths' success in developing workforce preparation life skills	5.1	2.45
6.73	3.26	20. Identify and understand employability skills/life skills that relate directly to workforce preparation programs	5.2	2.60
6.20	3.06	21. Develop a holistic Workforce Development Plan of Work for a county 4-H program	3.9	2.57
<u>6.5</u>	<u>3.19</u>	Overall Objective	<u>4.8</u>	<u>2.5</u>

Current Level of Importance		LRFA Competency	Current Level of Competence	
LRFA: Resilient Youth, Families, and Communities (NOTE: this LRFA Team has identified the following competencies to be applicable to all three objectives: Y5, Y6, and Y7)				
Y5: Youth in high-risk environments will participate in community-based programs resulting in opportunities for the youth to acquire coping skills, making informed decisions, and internal and external assets				
Y6: Families vulnerable to stress and crisis acquire resiliency skills to cope with hardships by building support systems and developing problem solving skills				
Y7: High-risk communities will be strengthened through education and technical assistance in the areas of policy development, resource development and community group capacity building				
Mean	Standard Deviation		Mean	Standard Deviation
7.4	2.60	22. Design and interpret youth programs in terms of risk prevention and promotion of developmental assets	5.1	2.40
7.0	3.00	23. Demonstrate parental involvement and discipline strategies that promote child assets and resiliency	4.9	2.33
7.4	2.70	24. Utilize assessment and evaluation resources and strategies to design programs, document impact, and guide improvements	4.8	2.55
7.0	2.92	25. Describe program planning for the long term (e.g., semester or year-long) and short-term (e.g., learning activity goals and structure)	5.8	2.3
6.8	3.22	26. Demonstrate effective grant writing skills, including developing working relationships with funders	6.0	5.04
7.2	2.94	27. Develop professional and volunteer management skills specific to working with youth at risk	6.05	5.04
7.5	2.88	28. Demonstrate communication skills to engage community organizations and the general public regarding youth risks and programming potential	5.8	2.63
8.2	2.32	29. Demonstrate skills for partnering and collaboration with agencies and organizations to best meet the needs of youth	6.5	2.50

Current Level of Importance		LRFA Competency	Current Level of Competence	
6.8	3.23	30. Show knowledge of resources (fiscal, curriculum, and human) to support and expand programming with higher risk youth	5.1	2.55
7.3	2.87	Overall Objective	5.7	3.0
LRFA: School Age Care				
Y8: To increase the quality of after school programs by helping to provide safe, nurturing and appropriate environments for children				
Mean	Standard Deviation		Mean	Standard Deviation
5.8	2.97	31. Use of 4-H PRK to design afterschool training systems	4.3	2.54
6.1	3.19	32. Use of National Afterschool Association standards to develop quality afterschool programs and design training	4.1	2.70
6.0	3.15	33. Understand and incorporate School-age Care Environmental Rating Scale standards in quality afterschool programs	3.6	2.72
6.5	3.12	34. Understand Basic School-age Care (B-SAC) training and its relevance to preparation of afterschool staff	5.1	2.80
5.9	3.14	35. Understand NC licensing standards and be able to assist afterschool programs	4.2	3.01
7.7	2.96	36. Demonstrate use of 4-H curricula, experiential learning strategies, and resources to afterschool programs	6.5	3.0
6.9	3.08	37. Describe effective behavior management and youth involvement in afterschool settings	5.3	2.61
6.2	3.01	38. Demonstrate impact of training and/or afterschool programs through effective evaluation	4.8	2.50
6.6	3.00	39. Engage youth, families, providers, community organizations and decision makers through effective marketing of 4-H afterschool training and programming with youth	4.7	2.49
6.4	3.41	40. Design and implement effective recruitment, training, and supervision methods for afterschool staff	5.0	2.82

Current Level of Importance		LRFA Competency	Current Level of Competence	
<u>6.4</u>	<u>3.10</u>	Overall Objective	<u>5.3</u>	<u>2.94</u>
Y9: To increase availability of quality school age care as a result of collaboration and/or increased resource development				
Mean	Standard Deviation		Mean	Standard Deviation
6.4	3.20	41. Demonstrate effective coordination of volunteers serving in afterschool programs	5.2	2.67
6.7	3.13	42. Demonstrate effective collaboration with community organizations promoting afterschool program quality	5.3	2.72
5.9	3.30	43. Describe principles and demonstrate skills related to community networking/partnering for increasing afterschool availability	4.6	2.43
6.3	3.39	44. Demonstrate effective grant-seeking and writing skills	4.3	2.37
6.4	3.50	45. Design and implement strategies to sustain afterschool programs	4.5	2.61
<u>6.3</u>	<u>3.26</u>	Overall Objective	<u>4.8</u>	<u>2.7</u>
LRFA: School-based Services+				
Y10: School based youth educators and administrators will be actively engaged in the design, delivery and revisions of programs, which enrich school-based curriculum				
Mean	Standard Deviation		Mean	Standard Deviation
7.7	2.27	46. Demonstrate proficiency in applying the standard course of study to 4-H curricula	5.8	2.67
7.9	2.24	47. Articulate and demonstrate multiple strategies for incorporating 4-H curricula into public and private education systems	5.6	2.6
8.0	2.30	48. Demonstrate the ability to write measurable objectives	5.7	2.63
8.0	2.30	49. Demonstrate the ability to train using the experiential learning model	6.4	2.6
8.2	2.22	50. Understand how to report and utilize impact evaluation data	5.4	2.40
<u>7.9</u>	<u>2.27</u>	Overall Objective	<u>5.3</u>	<u>2.57</u>

Current Level of Importance		LRFA Competency	Current Level of Competence	
LRFA: Camps and Conference Centers				
Y11: NC 4-H camps and conference centers will provide youth experiential educational opportunities in cooperative, nurturing, residential camping environments that stimulate the development of life skills, while focusing on the mental, physical and social growth of the individual				
Mean	Standard Deviation		Mean	Standard Deviation
6.7	3.19	51. Knowledge of the overarching NC 4-H camp curriculum and the programs and geographic settings unique to each of the five residential 4-H centers	5.4	3.20
7.4	3.07	52. Understanding that 4-H camp provides a unique environment that provides youth with a variety of opportunities to be more open and receptive than traditional settings of home, school, church, etc.	6.6	3.05
7.8	3.16	53. Understanding that a camping experience provides youth with many anticipated positive outcomes such as social skill development; self-respect; character building; community living; and cognitive, emotional and spiritual growth,	7.0	3.02
7.9	3.12	54. Appreciation that a week at camp can be the highlight of a child's summer, become a lasting memory, and have a positive impact in their overall development as a caring, competent and capable young adult	7.3	3.14
7.6	3.12	55. Appreciation of how the camping experience supports and strengthens a county 4-H program	7.1	3.14
7.5	3.08	56. Appreciation of camping as a best practice in youth development to include promotion of residential, specialty and weekend opportunities within the NC 4-H camping system	6.5	3.04
<u>7.5</u>	<u>3.12</u>	Overall Objective	<u>6.7</u>	<u>3.09</u>

Current Level of Importance		LRFA Competency	Current Level of Competence	
LRFA: Strengthening Youth Development through Adult and Youth Volunteer Leadership				
Y12: Youth and adult volunteerism will strengthen a community's capacity for positive youth development				
Mean	Standard Deviation		Mean	Standard Deviation
8.0	1.97	57. Develop and apply a personal philosophy of volunteerism and volunteer management	6.5	2.19
7.4	2.67	58. Utilize a volunteer management system (ISOTURE) to enhance volunteer involvement in the local program	5.5	2.27
8.3	2.31	59. Understand how to create a positive environment that is inviting for potential volunteers and satisfying for continuing volunteers in 4-H (recruitment, retention and recognition)	6.4	2.0
8.0	2.30	60. Understand how to develop a diverse array of volunteer participation opportunities to achieve program goals, meet community needs and satisfy the individual needs of the program volunteers	6.3	2.11
8.4	2.18	61. Create training programs/opportunities for volunteers to include orientation, subject matter training and other educational needs as identified through evaluation and assessment	6.29	2.32
8.2	2.38	62. Understand concepts of delegation, coaching, and evaluation to better utilize volunteers in local programs	6.3	2.11
8.3	1.98	63. Understand how to assess and report impacts related to 4-H volunteer involvement	5.5	2.32
8.1	2.26	Overall Objective	6.1	2.2
Y13: Youth and adults will be engaged in positive community leadership roles				
Mean	Standard Deviation		Mean	Standard Deviation
8.3	1.99	64. Understand fundamental concepts of leadership development	7.04	2.10
8.0	2.22	65. Develop and apply a personal philosophy of leadership education in 4-H	6.5	2.29

Current Level of Importance		LRFA Competency	Current Level of Competence	
7.6	2.15	66. Utilize leadership theories as the subject matter foundation for 4-H educational programs	6.24	2.04
8.2	1.77	67. Understand how leadership programs may be implemented in a county 4-H program using various 4-H delivery modes	6.7	1.93
7.9	2.52	68. Develop a holistic youth/adult Leadership Plan of Work for a county 4-H program	5.9	2.11
8.2	1.84	69. Understand how to assess and report impacts upon 4-H leadership development program participants' knowledge and attitude changes	5.9	1.90
<u>8.0</u>	<u>2.08</u>	Overall Objective	<u>6.4</u>	<u>2.06</u>

Please complete the following questions by writing in the appropriate information or circling the most appropriate letter:

70. How long have you been employed in your current position _____ years (to the nearest whole year).

71. Gender:

7 MALE 37 FEMALE 1 NO DATA ENTERED

72. What is your current title?

31 AGENT

9 PROGRAM ASSISTANT/ASSOCIATE

3 PROGRAM/PROJECT MANAGER/COORDINATOR

2 OTHER

73. Which of the following is the highest formal education degree you have completed?

5 HIGH SCHOOL DEGREE/G.E.D.

2 2-YEAR ASSOCIATES DEGREE

19 4-YEAR BACHELORS DEGREE

18 MASTERS DEGREE

0 PH.D./ED.D

74. In which Extension District do you work?

8 WEST

5 NORTHWEST

6 SOUTHWEST

3 NORTH CENTRAL

7 SOUTH CENTRAL

8 NORTHEAST

4 SOUTHEAST

4 NO DATA ENTERED

75. Please share any constructive comments in the following space.

“Some subject areas do not apply directly to my county so I do not feel competent in areas I do not use.”

“I’m the example, I wouldn’t consider a 3 to be somewhat competent.”

“Survey was very long. Is there a way to shorten it?”

“This instrument was a bit cumbersome. The camping competencies don’t seem to have much “meat” to them.”

“This survey is too long and the interest in it is lost.”

“ A PowerPoint presentation on club start-up that we could use to train new leaders with would be beneficial. Several agents have developed PowerPoints of their own, but a generic one from Raleigh is needed.”

“I would like some lesson plans for kits that could be used for 4-H clubs. It would be great to have a good video with 4-Hers in it to use to market 4-H.

“I would also like to have some fun materials to use with kids when organizing a 4-H club. We need some type of 4-H club leader training notebook.”

“ We need better tools for assessments that are standardized. Agents don’t have the expertise, time or resources to develop valid instruments for any of the these area’s.”

“ I would love to have more specific activities for afterschool 4-H clubs to utilize. Some counties are doing this... we need more sharing of ideas.”

