



4-H Educator's Handbook

WASHINGTON STATE UNIVERSITY



4-H Youth Development Program



Philosophy and Policy

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Introduction

4-H is one of a kind! 4-H provides a series of learning experiences through which youth, with help from parents, interested adults, older 4-H members and a caring, skilled and talented professional staff grow personally as they develop skills for living and responsible citizenship. Membership is open to all boys and girls from kindergarten to 19 years of age.

4-H is everywhere--in cities, in suburbs and small towns, and in rural communities. 4-H is the largest youth organization in the nation. In the United States 4-H has more than 7.6 million members and 680,000 leaders. In Washington, 4-H reaches nearly 80,000 youth and 10,000 adult volunteers. One of every six adults has belonged to 4-H; that's 45 million alumni! 4-H-type programs are also international; approximately 60 countries have similar programs that enroll an estimated 4 million kids.

Vision

Washington State University Extension 4-H Youth Development is developing young people to become productive citizens who are engaged in positive change, meeting the needs of a diverse and changing society.

Mission

4-H youth development education creates supportive environments for all youth and families to reach their fullest potential. This will be accomplished through a systemic approach of foundation and mission driven science to meet our goals to:

- ❖ provide formal and non-formal experiential learning,
- ❖ develop skills that benefit youth throughout life,
- ❖ foster leadership and volunteerism in youth and adults,
- ❖ build internal and external partnerships for programming and funding,
- ❖ strengthen families and communities,
- ❖ employ research based knowledge and the land grant university system, and
- ❖ embrace and expand the traditions of the 4-H Youth Program

The 4-H Value Set

Youth development is the focus of everything we do. 4-H allows individuals to unlock their potential through working with the following values:

- ❖ active involvement in self determination of their learning activities,
- ❖ quality experiences that stimulate skills for living and lifelong learning,
- ❖ relationships that empower people to voluntarily help themselves and each other,
- ❖ interaction with caring adults and peers to create a positive family-like support system.

Partnerships are essential in successful youth development for:

- ❖ program innovation, quality
- ❖ delivery capabilities,
- ❖ creating and delivering caring environments,
- ❖ access to research-based knowledge.
- ❖ resource development,

Volunteerism is fundamental to:

- ❖ delivering quality programs,
- ❖ developing adult educational capacity,
- ❖ teaching youth to volunteer.
- ❖ your development as a professional

Diversity strengthens the ability of 4-H to:

- ❖ develop positive values among program participants in today's global society,
- ❖ develop and deliver quality educational experiences,
- ❖ provide opportunities for program involvement regardless of one's economic, social, or marital status, culture, age, disability, gender or sexual orientation.

Shared Ownership

The 4-H program is based on a philosophy of shared ownership. Its basis is the belief that extension faculty, staff, and volunteers (adults and youth) share vision, ideas, and responsibilities for the program. They also share leadership roles and decision making. Shared ownership is a dynamic partnership that requires extension staff and volunteers to share in planning and implementing programs. Tasks are divided according to individual talents and interests, rather than by title or role expectations.

Each partner should feel that program will be strengthened with the cooperation and support of the other partner. For the shared ownership partnership to work there must be a balance of trust, credibility, truth, and accountability between extension staff and volunteers. However, ultimately the leadership, responsibility, and authority for the 4-H Youth Development program remains with the WSU Extension and its Extension Educators who are held legally and ethically accountable for the operation of the 4-H Youth Development Program.

4-H NAME AND EMBLEM

All uses of the 4-H name and emblem must be consistent with the educational purposes, character-building objectives, and dignity of 4-H. Particular care must be observed in raising funds for 4-H through sale of a commercial article. Leaders should consult with extension personnel on questions regarding use of the 4-H name and emblem.

The emblem is a four-leaf clover with an H in each leaf. The letters in the emblem stand for Head, Heart, Hands, and Health. They form the foundation for all 4-H programs. Here is a brief explanation of what each of the four H's mean:

Head--learning to think and make decisions, understanding the "why," gaining new and valuable knowledge.

Heart--being concerned with the welfare of others, accepting responsibilities of citizenship, determining values and attitudes by which to live, and learning how to work with others.

Hands--learning new skills, improving skills already known, develop pride in ability to work, and respect for it.

Health--practicing healthful living, protecting your own well being and that of others, making constructive use of leisure time.

The 4-H name and emblem are held in trust by the Secretary of the U.S. Department of Agriculture. The State 4-H Program Director in each state authorizes their use. In each county, the Extension personnel delegate their use to 4-H groups. Federal law prohibits the use of the 4-H name and the official 4-H emblem if the use will exploit the 4-H program, its volunteers or members. To use the 4-H name or emblem, a volunteer or organization should get prior approval by completing and having signed form C0747, Request for Organizations to Use the 4-H Name and Emblem. If a conflict arises, the State Program Director 4-H Youth Development makes the final determinations. For more information about the 4-H Name and Emblem, refer to "The 4-H Name and Emblem; Guidelines for Authorized Use," National 4-H Headquarter, USDA. See <http://4h.wsu.edu/staff/clubs.htm>

4-H Colors

The 4-H colors are green and white. The green four-leaf clover has a white "H" on each leaf to represent one of the four H's--head, heart, hands, and health.

4-H Motto

The 4-H motto is "To Make the Best Better." It emphasizes the aim of each member to improve their project work and work together with others to build better clubs/groups and communities. It means that each person will do the "best" that he or she possibly can in whatever is attempted, then will try to improve the next time so his or her original "best" becomes even "better." 4-H'ers stretch their abilities and capacities to greater achievement, not to the breaking point, but within their own potential.

4-H Pledge

The 4-H pledge elaborates the meaning of each of the four "H's."

As a true 4-H member I pledge:

My HEAD to clearer thinking,

My HEART to greater loyalty,

My HANDS to larger service,

My HEALTH to better living,

For my club, my community, my country, and my world.

4-H Educational Philosophy and Goals

The "Learning by Doing" philosophy of 4-H emphasizes the importance of involving members in the learning process. "What people hear, they may doubt; what people see, they may possibly doubt; but what people do, they cannot doubt."

Federal Trademark

The 4-H Name and Emblem is a Federal mark, protected by 18 U.S.C. 707, and is entrusted by Congress to the Secretary of Agriculture. The Secretary has delegated responsibility for the proper use of the 4-H Name and Emblem to the Cooperative State Research, Education, and Extension Service (CSREES) and, within CSREES,

responsibility resides in the National 4-H Headquarters-USDA. The use the 4-H Name and Emblem is for the educational and character-building purposes of the 4-H program and can be used only as authorized by the statute.

Using the 4-H Name & Emblem: Graphics Basics

The graphic use of the 4-H Name and Emblem is controlled by the State and National 4-H Program. This control describes the use of the whole Emblem, color, full color printing, electronic media use, using the name, using the name with partnerships, and the use of the Emblem in Animation. For additional information contact the State 4-H Office or go online at National 4-H Headquarters at <http://www.national4-hheadquarters.gov>.

4-H FUNDING

The 4-H Youth Development Program is tax-supported. The combined financial efforts our county, state, federal, and private funding has permitted 4-H to develop into a practical, educational program based on everyday living.

4-H Youth Development is a program of Washington State University Extension, the Federal Extension Service, and the United States Department of Agriculture. Many Extension personnel are faculty members of the University, and volunteers in 4-H are sometimes referred to as non-paid field staff of the University.

TAX EXEMPTION

As determined by the Internal Revenue Service (IRS), 4-H Clubs and Affiliated 4-H Organizations are exempt from Federal income tax under provisions of the Internal Revenue Service (IRS) Code. Donors may deduct contributions to 4-H clubs and affiliated 4-H organizations such as; bequests, legacies, devises, transfers, or gifts as applicable under the IRS Code.

The IRS has assigned a Federal Income Tax Group Exemption Number to 4-H which must be used by all 4-H Clubs and affiliated 4-H organizations when filing or corresponding with the IRS. The Group Exemption Number (GEN) is 2704. Additionally, there is a Federal Tax Identification Number, commonly know as an Employer Identification Number (EIN) assigned to the National 4-H Headquarters-USDA that identifies that office as the "parent" entity for 4-H Clubs and Affiliated 4-H Organizations. That Federal Tax Identification Number is 52-1057382. These numbers are available for reference when addressing tax exemption status questions about 4-H clubs and affiliated 4-H organizations. For questions concerning the Tax Exempt status of 4-H Clubs or Affiliated 4-H Organizations, please contact the State 4-H Office.

DISTINCTIVE FEATURES OF 4-H

4-H is a real life experience. Members learn how to complete tasks and make decisions similar to those that are important in adult life.

4-H can be a family affair. Others members of the family can participate if they want to; sometimes parents, brothers, sisters, and friends can be reached and taught new ideas through 4-H members.

4-H is about decision-making. 4-H'ers learn to stand on their own feet, to think for themselves, and to explore and consider alternative solutions to real life problems.

4-H provides ownership. Making, buying, and selling a product or service are all part of 4-H. Each project "belongs" to the member.

4-H is based on science and fact. The resources of Washington State University Extension, this state's Land Grant University, are used for the development and carrying out of 4-H projects and programs.

4-H is part of a community. A 4-H group becomes involved with improving economic and social conditions where the members live. Members learn about citizenship by taking community responsibility.

4-H is "learning by doing", it's an action program. 4-H'ers watch others, they study, they experiment, and they "do and practice" their projects on their own.

HISTORY OF 4-H

An American innovation, the 4-H Youth Development Program of Extension originated at the turn of the century to improve life in rural areas. Introducing improved methods of farming and homemaking, 4-H taught youth to "learn by doing." The yearly program in one of those early clubs consisted of growing corn, planting a garden, testing soil, club meetings, and visits to club members' plots and exhibits.

A close affiliation between the school and the home existed in this early 4-H program--adults in the family often being persuaded to adopt new practices as a result of the successes experienced by the 4-H youth. The first record of a 4-H type activity was in 1898. Liberty Hyde Bailey of Cornell University introduced junior naturalist leaflets into rural schools and helped organize nature study clubs.

In 1907, 4-H work began under the auspices of the U.S. Department of Agriculture. In 1914 the Smith-Lever act established Cooperative Extension, an organizational entity of the U.S. Department of Agriculture and the land-grant college system. Created by this act and subsequent legislation to conduct educational programs of an "informal, non-

resident, problem-oriented nature," Cooperative Extension provided the professional staff and support needed to direct the growth of the early 4-H program.

The Early Years

By 1915 there were 4-H clubs in 47 states. During World War I, the energies of 4-H members were devoted to raising food; Projects included raising corn and canning tomatoes. Following a period of readjustment after World War I, 4-H club work showed continual growth. Some states developed 4-H programs in close relationship with local school districts, others established clubs as community programs separate from schools.

The term "4-H" was first used in a federal publication written in 1918 by Gertrude Warren, one of the pioneers of 4-H. In the early 1920's a group at a conference in Washington, D.C. discussed the need to give boys' and girls' club work a distinctive name that could be used nationally. Several people, including Miss Warren, favored 4-H as the name for the organization. In 1924, Boys' and Girls' Club Work became known as 4-H. The pledge was adopted in 1927.

As the 4-H program continued to grow through the 1920's and 1930's, more emphasis was placed on developing the individual person rather than the product. The focus of the program was developing skills in farming and homemaking.

A major change occurred during World War II when much effort was directed toward victory gardens, civilian defense, salvage programs, bond campaigns, and food preservation. The victory garden program also brought 4-H to people in urban areas; 4-H previously had been regarded as a rural program.

Expansion to New Audiences and New Places

The 1950's and 1960's saw increasing numbers of non-farm kids enrolling in the program. Today Cooperative Extension and its 4-H Youth Development Program serve people in towns, cities, and rural areas with the following emerging issues: prevention programs, information on agriculture, family living, community development, and other related subjects.

4-H Around the World

In 1948, 4-H became international with the establishment of the International Farm (later changed to Four-H) Youth Exchange. The growth of 4-H around the world has been impressive. 4-H type clubs now exist in at least 60 countries; they have a total membership of over 4 million young people. Wherever you travel around the globe you'll probably see the familiar clover symbol. Nearly 45 million Americans from all walks of life have been 4-H members. A few of the more famous 4-H alumni are Roy Rogers, John Denver, Dolly Parton, Alan Shepard, Don Meredith, Tom Wopat, Charley Pride, Reba McIntire, Al Gore, Orville Redenbacher and Bonnie Dunbar.

History of 4-H in Washington State

The first recorded boys' agricultural club in Washington State was organized in Yakima, in March 1912. The Seal River School Canning Club in Wahkiakum County was formed on July 31, 1914 with eight girls. In addition to canning, the girls were taught to cut and sew aprons and caps to use as they worked. In 1915, four of the members gave demonstrations at the county fair in Skamokawa, a four-hour trip by fishing boat.

The first state 4-H club week was held in Pullman, in June 1922. Washington State was represented at the first national 4-H camp held in Washington, D.C. in 1927.

4-H Youth Development Today

4-H is conducted in all 39 Washington counties by Extension 4-H faculty and staff. They plan youth programs with leaders based on local interests. Since people's interests vary, 4-H programs differ from county to county and from state to state.

The volunteer leader is a branch of the 4-H program. 4-H Professionals provide training for volunteers, and they in turn, teach youth. The 4-H program is for all young people both rural and urban and from all racial, cultural, economic and social backgrounds. Washington youth are involved in 4-H in a variety of ways: organized clubs, special interest groups, and short-term projects. 4-H reaches kids through in-school programs, 4-H Challenge, school-age care programs, camping, and in programs planned to meet specific needs of youth and the communities where they live.

Girls and boys "learn by doing" in 4-H. Youth participate in projects that give them knowledge of science, agriculture, home economics, personal development, community service, leadership, and citizenship. Often the knowledge they gain leads to a career. Through 4-H children also learn to define and solve some of the problems facing them and their communities; this might include problems of environment, health, and substance abuse.

The projects are the foundation of the 4-H program. Flexibility in the kinds of learning offered and in the variety and number of projects is the key to success in 4-H.

For the current listing of projects offered, see EM2778, 4-H Projects and Publications in hard copy, on CD, or on the web at <http://4h.wsu.edu/EM2778CD/index.htm>

LEGAL JUSTIFICATION OF EXTENSION 4-H YOUTH DEVELOPMENT

The Smith Lever Act of 1914 and the re-authorized of the Act and its provisions in September 29, 1977 is legal justification for Extension programming between the Land-Grant Colleges and the United States Department of Agriculture.

EXPERIENTIAL EDUCATION IN EXTENSION 4-H YOUTH DEVELOPMENT

"Liberty cannot be preserved without a general knowledge among the people. The preservation of the means of knowledge among the lowest ranks is of more importance to the public than all the property of all the rich men in the country. Let us dare to read, think, and speak and write."
-- John Adams, 1765

Ernest A. Lynton, University of Massachusetts, stated that a commitment to outreach and public service has been a characteristic of American Universities from their inception. From the founding of Cornell and the passage of the Morrill Act, one finds throughout the past century a strong sense that the university should have a direct, effective and ongoing relationship to its external constituencies. That is what President Van Hise of the University of Wisconsin meant when he said that the borders of the campus were the border of the state. Those who view the university as having an organic, almost symbiotic relationship with its society, acting as a continuous source of expertise and advice, see this expanded and interactive role as an intellectual and academic one, and not as some kind of civic duty of philanthropic benevolence. This uniquely American conception of the university view the institution as the primary societal mechanism not only for the creation of new knowledge together with direct transmission to the young in its classrooms, but also for the distribution of knowledge to all sectors of society. It is extension in the quite literal sense: extending the academic institution both geographically and functionally. There is widespread agreement that the spectacular growth of American agriculture during the past hundred years has been significantly enhanced by the statewide outreach networks of the Cooperative Extension Service of our Land Grant Universities.

In recent years, the potential importance of the outreach role of the universities has increased substantially as:

"Knowledge has become the central economic resource. The systematic acquisition of knowledge...has replaced experience...as the foundation for productive capacity and performance."
-- Peter Drucker

The knowledge of which Drucker speaks is usable knowledge, which is available and understandable to the practitioner and can be applied to an actual problem or task.

The Land-Grant colleges, established in every state by federal statute, coordinated and focused federal and state research efforts. Their primary subject matter was first agriculture and engineering with a focus on rural America. They later expanded this educational service to meet wider community needs.

Seaman A. Knapp, the father of the extension movement, said in his 1907 address at The State Teachers College, South Carolina:

“What makes a nation firm, great and wise, is to have education percolate all through the people. I want to see education in this great country, correspond to the county, your mission is to make a great common people and thus readjust the map of the world.”

The legislation establishing the Land-Grant system, the Department of Agriculture and the subsequent legislation establishing the State Agricultural Experiment Stations and Extension have proven to be some of the most significant legislation passed in improving the quality of life in the United States. The Smith-Lever Act of 1914 created the Cooperative Extension Service which was to be a partnership between USDA, the land-grant colleges and universities and local governments. This unique federal-state-local partnership has functioned effectively for more than 70 years.

The need for Extension's help in supplementing the formal education provided by the schools is no less critical today than it was in 1914. The need for practical education for youth in the laboratory of real life is abundantly clear. The Extension program, including 4-H, must continue to exert a strong influence on the development of people, as well as on what people do or produce.

The continuing education and development of all our people is crucial to the success of the nation. Publicly supported education is essential to the preservation of our democratic society. The public funding investment in education in both the laboratory of real life and in the classroom is essential. Both areas must be broad in scope; they cannot and should not be limited to one or a few specialized areas.

The Carnegie All Our Children report calls a society that puts children first “a vital, resourceful, caring moral generation--everyone's children the next generation's strength and well being would become everyone's responsibility.”

Schools are moving back to basics quite rapidly and at the same time saying that policy makers cannot depend on the school and family to do it all. There is, in fact, a reiteration of what the NEA Public Policy Commission wrote in their report several years ago when they said:

“..The American people must somehow be made aware of what is at stake in this matter. They must give greater financial support; they must yield to their young citizens a social role that will enable them to become good citizens of the future. They must find ways to elevate and improve the activities of character forming agencies which

supplement the schools. If they do not do these things, the consequences of their neglect are not pleasant to contemplate."

There is good reason to believe that the 4-H program, emanating from the Land-Grant Universities, has a much more significant role today than it did 70 years ago when school superintendents started boys' and girls' clubs to supplement and complement the schools. Shirley Brice Heath and Milbrey Wallis McLaughlin state:

"The problems of educational achievement and academic success demand resources beyond the scope of the schools and of most families. We believe that promising responses can be crafted by moving from a focus on component of the problem teachers, text, and families--to a focus on the functional requirements of a healthy, curious, productive and motivated child. This change in perspective draws attention to the child as an actor in a large social system and the institutional networks and resources present in that larger environment. It requires us to look beyond family and school to get a full view of the primary networks that make up a child's environment."

CES 4-H was created to be such an informal educational instrument in this larger environment.

To provide continuity to society, one's country, the world, and life itself, each generation is obliged to provide information, educational opportunity, responsibility, and inspiration to the next. This is why 4-H exists. Those who participate in 4-H do so principally because of intrinsic satisfactions gained from participation in hands-on program of learning how and why to do thing useful to living and making a living. Unintentionally, J. Bronawski, in *The Ascent of Man*, described 4-H to perfection: "... the hand, when it uses a tool (is) an instrument of discovery---. We see this every time a child learn to couple hand and tool together-- to lace its shoes, to thread a needle, to fly a kite---. With the action there goes another, namely finding pleasure in the action for its own sake in the skill that one perfects, and perfects by being pleased with it. This at bottom is responsible for every work of art and science too: our poetic delight in what humans do because they can do it. The hand is the cutting edge of the mind. In the end, the march of man is the refinement of the hand in action."

Studies in the field of experiential learning and cognitive development indicate: Experience in a job, in voluntary service, in voluntary service, or by mean of some other opportunity to handle novel responsibility is important an perhaps essential to the transition to adulthood and this transition is marked by progress through successive stages of cognitive development, social roll perspectives, and moral judgment. For most young people the experience needed for development cannot all be found in school; greater opportunities for experience with responsibility in school are needed (Graham)

The 4-H youth development program effectively contributes to broadly define human development goals. The variety of specific educational programming available provide young people with a broad spectrum of potential educational experiences supported by

strong subject matter base. Experiential learning is included in all aspects of programming. Emphasis is placed on practical experience. Youth learn in a practical atmosphere from awareness to understanding. Involvement and leadership in a program are often some of the highest forms of learning. Through these experiences, young people have the opportunity to make personal discoveries, develop life skills, and learn about decision making and problem solving processes. They are exposed to potential life long recreational and vocational possibilities.

The uniqueness of the 4-H program is its interrelatedness to all facets of the local, county and state communities. The program is multi-aged, vocational and professionally diverse and coeducational--reaching down from the Department of Agriculture through the Land-Grant universities and State Extension Services, to the county Extension office, thence through volunteer to the youngsters and the private industry sector of the community. Conversely, ideas, practical knowledge and personal concern feed up through the system to keep program relevant.

County Extension university faculty identifies leaders and invites their participation. The genius of the 4-H program is the support system for volunteers by the academic and professional organization and support of volunteers for the youths. The result is a forum in which volunteer use their talents, knowledge and available time to the utmost. These volunteers who are ordinary people with varied interest, each may wish to preserve an art, develop youth talent or improve youth skills, yet lack time and knowledge of procedures to arrange meeting places, juggle time schedules, recruit participants, and marshal additional skilled participants, locate information, plan workshops to learn teaching techniques or perform onerous tasks necessary for them to contribute their time and their expertise to children. But, the support systems of professionals allow volunteers to work productively, obtain information and training, and expand their own knowledge and outreach to the children through every community facet. Leaders learn from specialists from universities the latest results of research.

Thus, 4-H is a vehicle for youth and adults to identify and achieve personal goals, cope with, contribute to, and assume leadership in society. It is available to youth without regard to race, creed, sex, ethnic and occupational background or geographic place of residence. It is learning-by-doing that places the 4-H learning experience apart from much of the didactic teaching - learning processes in contemporary American schools. It is this public trust for expansion of educational achievement beyond the scope of the schools and of most families that has stimulated legislation and public resources to Extension 4-H.

RELATED LEGISLATION

4-H, the youth development phase, is an integral and essential part of the total Extension System's educational programs. From the very beginning it was intended that the Extension Service would provide for the teaching of boys and girls.

On February 2, 1912, United States Department of Agriculture administrator sent a letter to the states stating that the regular emblem for all label relating to Boys' and Girls' club work would be the four-leaf clover. The term 4-H Club was first used by the USDA in 1918 and the four-leaf clover emblem was patented in 1924.

Thus, it became the official trade-mark of the USDA, Land-Grant extension education program for youth audiences. In 1948, the 80th Congress legislate the 4-H Club name and emblem as the legal title.

The legal basis for 4-H work is set forth by the intent of the United State Congress as its members drafted the original Smith-Lever Cooperative Extension Act, Signed into law by President Wilson May 8, 1914. Its purpose is as follows:

4-H YOUTH DEVELOPMENT PROGRAM GLOSSARY

Achievement Program – Event at which awards and honors are presented to 4-H members, adult volunteer leaders, and others for accomplishments in 4-H.

Activity – Any group program selected and carried out by all members, short or long term: safety, health, community service, career exploration, judging, or knowledge bowl, etc.

Advisory Committee – Designated group of individuals who advise Cooperative Extension about 4-H program directions and priorities. It may be a permanent or an ad hoc group.

Ambassadors -- 4-H members in the 8th through 12th grade who assume responsibility for assigned leadership roles within the county.

Ambassador Advisers -- Adult leaders who work with youth in the Ambassador program.

Area Extension Agent -- Agent responsible for a program area in two or more counties.

Citizenship-Washington, D.C. Focus -- One-week program conducted by the National 4-H Council staff; including visiting congress persons, touring historic sites, and discussing citizenship topics.

Community 4-H Club -- The most prevalent type of 4-H club. One or more project groups within the club are organized based on the interests of members and leadership

available. Activities include a general meeting usually held once a month and individual project meetings.

Community Pride -- Program sponsored by Cooperative Extension in cooperation with Chevron USA which encourages youth to learn about and participate in decision making and improving their communities.

Community Service -- Specific activity undertaken by a 4-H club or group to help make the community a better place to live and work.

County Committee -- Group of 4-H leaders and members responsible for organizing, carrying out, and evaluating one county program, such as Public Presentations.

County Extension Educator or Agent -- A WSU Faculty member who conducts Extension programs in one county.

County 4-H Leaders Council -- An organization of all volunteer 4-H leaders within a county. Elected representatives of this group work with the county Extension staff in planning, implementing, and evaluating the county 4-H program. It can include parents and members in some counties.

Cross-Cultural Programs -- Programs that encourage youths and adults to develop understanding and interest in cross-cultural awareness, to recognize the contributions and concerns of other cultures, and to become aware of the interdependence of all nations and people.

Curriculum Development Committee -- Designated group of people representing extension faculty, volunteer leaders, youth or others whose primary purpose is to review selected programs/curriculum materials and make recommendations.

Danish System of Judging -- Evaluation method awarding a blue, red, or white placing on each exhibit as measured against a prescribed standard. No limit exists on the number of placings in each category.

Event -- An occurrence with a definite time and place. Examples: achievement program, talent show, camp, state 4-H conference, tours, county fair.

Extension -- One of the three branches of the College of Agriculture, Natural Resource and Human Sciences, Washington State University, with the responsibility of sharing university-based research and information with the citizens of the state of Washington. Every county in the state has an Extension program conducted by county personnel who are Washington State University Extension faculty members.

Extension Specialist -- A state faculty member of WSU Cooperative Extension responsible for leadership in a particular area (citizenship, environmental issues, diversity and volunteers)

Family 4-H -- A concept of organizing a 4-H club within an individual family. Two or more families may also meet together to plan and carry out group activities.

Insurance -- Medical, accident, or liability insurance that covers members and volunteer leaders engaged in designated 4-H functions. It may be an annual policy or coverage for a specific event. Note: Insurance is not automatically provided.

International Exchange Programs -- Programs for teens and young adults which offer experiences of six weeks to one year in 42 countries with 4-H programs. Exchange delegates live and study with host families to share experiences and ideas, learn new skills, make cross-cultural friendships, and observe youth programs abroad. Programs include International Four-H Youth Exchange (IFYE) representatives and hosts, 4-H/Japan Exchange delegates and hosts, and IFYE (teen) Ambassador.

Interview Judging -- Evaluating a 4-H member's project in a personal interview with the member.

Judging -- Activity in which the member compares and ranks a class of four animals or products and gives reasons for these decisions.

Junior Leader -- Intermediate (sixth to eighth grade) 4-H member who works under the direction of an adult leader and has responsibility to help younger members with their 4-H program. See EM4791, 4-H Leadership Project Leader Guide.

Key Leader -- Volunteer with expertise in one or more areas willing to assist in the county 4-H program.

Land Grant University -- State institution of higher learning with a special mission of providing education to all areas of the state, supported by grants of federal land and other federal funding. Washington State University Extension is the land-grant university for the state of Washington.

Life Skills -- Abilities useful for day-to-day living. Through 4-H projects members develop life skills such as: 1) learning how to learn; 2) applying knowledge; 3) relating to change; 4) developing social responsibility; and 5) developing oneself. Leadership life skills include understanding oneself, communicating, decision making, managing, getting along with others, and working in groups.

Multi-Project Club -- Type of club organized around two or more project groups.

National 4-H Conference: Week-long experience at the National 4-H Center, Washington, D.C., which exposes selected youth to major national 4-H program concerns and program development.

National 4-H Congress -- a five day recognition and leadership event held Thanksgiving weekend. 1300 youth participate in the leadership event.

National 4-H Council -- A not-for-profit educational organization that uses private resources to help expand and strengthen the 4-H program throughout the United States and the world.

National 4-H Week -- The first full week of October is observed each year as National 4-H Week. During this week 4-H'ers explain the 4-H program to the community through newspaper articles, window displays, and personal contact. This is also the time of year that 4-H'ers thank donors and sponsors for their support of the 4-H program during the year.

Premium Book -- Publication of county or state fair boards, listing classes and lots in which members enter their projects; includes premiums to be paid. Primary Members. Kindergarten through second grade children. Programs are informal, noncompetitive, and fun. Responsibility for meeting activities may rotate among parents with the guidance of a club leader.

Program -- A broad term to describe a group of like projects. Example: animal science, family living.

Program Assistant -- Works with the county 4-H program under the supervision of an Extension agent.

Program Leader -- Volunteer authorized by extension to provide leadership in a program or project. Works in cooperation with Extension staff.

Project -- Area of interest in which a 4-H members enrolls. Example: dog, horse, computer. See EM2778, 4-H Projects and Publications.

Project Club -- See Single Project Club

Project Leader -- Adult or teen leader who guides 4-H members in a specific project.

Public Presentation -- 4-H program designed to teach communication skills. Demonstrations, illustrated talks, and speeches are included.

Record Book -- Booklet in which a 4-H member records information about projects, events, awards, leadership involvement, and community service, thus learning basic record keeping skills.

SERIES -- SERIES is an acronym for: Science Experiences & Resources for Informal Education Settings. It is a project composed of the following units: Beyond Drop, Cover and Hold (earthquake preparedness); It Came from Planted Earth (agriculture); From Ridges to Rivers (watershed issues); and Recycle Reuse. SERIES introduces third

through fifth grade youth to science processes through hands on learning and community service.

Single Project Club -- This type of club is organized around a specific project.

Special Interest Groups -- Groups that provide learning experiences for youth in one subject. Examples are: baby-sitting, archery, summer day camps, bread baking. Special interest groups may be short or long term.

Sponsor -- An organization or individual contributing in some way to the 4-H program.

State 4-H Advisory Board -- 4-H volunteers elected by the Washington 4-H Council and youth elected at District Teen Retreats to advise Cooperative Extension on conducting and improving the 4-H program. They are also responsible for conducting the State 4-H Forum

State 4-H Conference -- Annual educational event for Senior members and interested non-4-H youth held in June/early July.

State 4-H Fair -- Annual event held in September at the Western Washington Fair, Puyallup, in which 4-H member's exhibit projects or compete in contests after qualifying on a county level.

State 4-H Fair Board -- Volunteer 4-H leaders elected by the Washington 4-H Council to help advise Extension concerning improving the State 4-H Fair and manage and conduct the State 4-H Fair.

State 4-H Forum -- Annual educational event for 4-H leaders held in a different location each year, usually in October.

State Program Director -- Person responsible on a statewide basis for the total 4-H program, implementing and evaluating all aspects.

State 4-H Faculty -- A group of WSU extension faculty providing statewide leadership.

Teen Leader -- Recommended for Senior members (ninth grade to 19 years old). Responsible for helping an adult leader plan, teach, and carry out a combination of project and club activities. See EM4791, 4-H Leadership Project Leader Guide.

Washington 4-H Council -- Representative group of volunteer 4-H leaders (two to four voting delegates from each county based on size) who make 4-H program recommendations and elect State 4-H Fair Board of Trustees and State 4-H Advisory Board members.

Washington State 4-H Foundation -- A nonprofit corporation formed for the purpose of raising funds for the 4-H youth development program in Washington.

Western Regional 4-H Forum -- Annual educational event of 4-H leaders from the 13 western states and the Pacific Territories, held in a different state each year.

Communications

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INTRODUCTION

A word is not a crystal, transparent and unchanging, "it is the skin of a living thought and may vary greatly in color and content according to the circumstances and time in which it is used." Oliver Wendell Holmes

"Effective communication is the lubricant that can prevent friction between human beings." Alfred Fleishman

"If I can listen to what he can tell me, if I can understand how it seems to him, if I can see its personal meaning for him, if I can sense the emotional flavor which it has for him...that is listening with understanding." Carl Rogers

Your actions speak so loudly, I cannot hear a word you are saying. Father Time

Communication is the key to a successful 4-H program.

4-H professionals must successfully communicate with volunteers, parents, members, teen leaders, co-workers, district and state staff, county chairs, the 4-H council, 4-H project committees, the general public, the district director, other types of youth groups, 4-H clubs, sponsors, community leaders, school officials, newspapers, the mass media, etc. The list goes on and on, and what an

important list it is! Each can be approached differently, depending upon the situation and reason for the communication, which brings us to the one most important rule to observe:

Professionals, who develop sensitivity to the effect of their communications and constantly strive to improve each newsletter, speech, teaching situation, etc., strengthen the total communication system. By knowing the specific audience being addressed and the objective of communication, the professional can be a more effective communicator. This sounds so obvious, and 4-H professionals are apt to say "If I didn't know whom I was writing to or why I was writing, I would be in bad shape!" Unfortunately, the rule is far from obvious and all too easily forgotten in the busy pace of the 4-H program.

Often a basic mistake in communication is one that is eternally repeated; that is, to assume that what is known to us is known to everyone else, and will be interpreted the same from person to person. Know whom you are trying to reach and what you hope to accomplish then much misinformation can be eliminated and a well-operating 4-H communication system can be developed.

COMMUNICATION METHODS

1. Clear communications. Make sure your communication can be understood clearly by the audience for which you have intended and the purpose that you have identified.
2. Correct communication. Meeting dates, times, places, people's names, addresses, 4-H club affiliation should be proofread in all communication before it is delivered.
3. Give constant communication on a consistent basis. Newsletters should be sent out on a regular basis. Answer phone calls within 24 hours if possible.
4. Be concise. The 4-H professional's material must be to the point. Tell them what they need to know in correct, plain English. Remember: communication that fails is usually ambiguous; too long, with not enough information, difficult to read or understand; or too late to be effective.

INTERPERSONAL COMMUNICATIONS TIPS

Communicating on a personal level is a skill that we all have to some degree, but there is always room for improvement. Here are some tips to help in this area:

1. Self-disclosure builds openness and trust in a relationship and lets others know where you stand.
2. Acknowledge the strengths and talents of others and yourself.
3. Ask for comments often and listen to clues about your effectiveness and areas needing improvement.
4. Give feedback to others that will help them communicate more effectively with you--and do it privately.

GROUP COMMUNICATION AND FACILITATION SKILLS

Develop a plan for achievement of a goal is critical to the success of the 4-H professionals working with groups of people to reach a decision, develop a plan or achieve a objective. As facilitator you have a central role in achieving success. You need to have an understanding of people, groups and facilitating styles. There are four basic steps that will help you work with groups:

- **Preparation** -- A major part of your work is done before the group comes together. Identify objectives for the activity or meeting. Prepare all the materials or information needed by the group or delegate parts of this preparation to people who have the resources to get it done. Insure that the physical setting of the group is adequate. If the group has officers, visit with them regarding agenda and needs.
- **Introductions** -- For a group to function, the group needs to form. Allow members to get to know each other and the role that each fills. The facilitator should see that the group understands its mission and the environment in which they will function. Many leadership styles are effective in different settings. Present enough instructions to get the group going without being too authoritarian.
- **Action** -- While the group is working you have many responsibilities: bringing in people who are left out, returning the group to task, sharing information, summarizing progress, etc.
- **Closure** -- Sometimes the most difficult part of group action is stopping. You perform an important role when the meeting ends on time and celebrate successes so people can move on to greater achievements.

A facilitator models the following behaviors: accepts individuals but not all behavior, encourages, self-discloses, invites others to self-examine, confronts behaviors not people, identifies issues, keeps group on task, and owns the interactions of the group.

TIPS FOR IMPROVED FACILITATION

1. **Self Awareness** -- Keep in touch with your own feelings and communicate with the group.
2. **Attitude** -- The attitude of the facilitator sets the tone. Be alert, focused, show positive energy, and remain flexible.
3. **Acceptance** -- Encourage everyone to be themselves and to participate. This requires listening, giving attention and being non-judgmental. Establish that all individuals are unique, different, and valued.
4. **Focus** -- Focus the attention of yourself and the group on the person who is talking and on the task being discussed. Initiate the idea of one person talking at a time to help listening skills.
5. **Clarify** -- Help others clarify and speak their feelings, thoughts, ideas, values, questions, and concerns.
6. **Posture** -- Watch your body language and keep it open and inviting.
7. **Questions** -- Ask open-ended questions and redirect questions to the group instead of answering them yourself (except questions of University/4-H policy or where you are the only member of the group who has the information to answer the question).
8. **Summarize** -- Make summary statements often to help the group see what progress has been made, monitor progress toward goals.
9. **Inclusion** -- Try to draw everyone into the conversation.
10. **Feedback** -- Give and request feedback from the group.

BARRIERS TO EFFECTIVE COMMUNICATION

In the book, *The Effective Management of Volunteer Programs*, Marlene Wilson devotes an entire chapter to communications. She stresses that communication is an all pervasive and dynamic ingredient of all human relations, and is a key to success in volunteer organizations. Ten common barriers or blocks to effective communication are identified by Wilson. Spotting these barriers can help us deal with them as 4-H professionals.

Distance and/or Inaccessibility -- People need to be in touch with each other for communications to occur. If you are never around or have an image of not listening, communication will be hindered.

Distortion -- Confusing facts and feelings often create miscommunication. Focus on facts and avoid communicating what we think someone meant or said.

Lack of Trust and Leveling -- Often people do not communicate problems with programs or performance because they are afraid of the reaction. We need to build a supporting climate where people know that a good try is a success and we all want what is best for 4-H members. This should be a two-way street between 4-H professionals and volunteers.

Hidden Agendas -- Beware of this barrier that often shows its head near competition and needs assessment. When people have a strong desire for a preconceived outcome, it has a powerful impact on communication.

Ineffective Listening -- I am painfully aware of the difficulty related to listening when a participant asks what I think about their comment and I have no idea what was just said. Work at listening for the meaning that is being communicated.

Believing Something Must Be So Just Because We (or Someone Else) Say It Is -- This also goes for believing something just because it was written. We must always use all our skills to interpret the validity of messages, sources of information, and alternatives available.

Using the "Illness Syndrome" -- Allowing ourselves to operate based on stereotypes and traditions can hide true opportunities and meanings. All farmers are not alike. All volunteers are not alike. All low income people are not alike.

Either/Or Syndrome -- There are more than two sides to most stories. Look for middle ground and fringe alternatives to find solutions.

Frozen Images -- I saw a cup the other day that carried the message "the older I get, the better I used to be." Things are not what they used to be. The best way for this year may not be the best for tomorrow.

Gaps Between People -- " Not good, not bad, just different!" Remember this quote. Differences can cut off communication completely if we let them.

USING THE TELEPHONE

1. Have your purpose in mind before dialing.
2. State your problem, situation, etc.
3. Listen carefully.
4. Be enthusiastic in your responses.
5. Write pertinent information
6. Be prepared to end the conversation and on a positive statement.

If possible, place your own calls. If you place your own phone calls, it takes only your time. If you ask the secretary to place the call, it takes the time of two people.

USING EMAIL

Email: What is it?

- Email is a conversation that does not require an immediate response
 - Not interactive
 - Unlike a telephone or Instant Message
 - Receiver can deal with it when they can
 - Can be formal or informal
- Emails are public documents
 - May be subpoenaed
 - Can you openly defend its contents?

What is email etiquette?

- A set of dos and don'ts
 - Recommended for increased communication
 - Effectiveness
 - Appropriateness
 - Part of a world of virtual communication
 - A virtual chat room?
 - Less formality and sometimes too aggressively
 - Few, if any, non-verbal expressions

What email format should I use?

- Outlook 2003
 - Tools, Options, Email Format
 - Rich Text
 - Quasi Microsoft Word format
 - HTML Text
 - Same formatting style as Web pages
 - Plain Text
 - Anyone using any email client can read it!
 - Lack fonts, formatting, embedded jpegs, etc.

Formatting Tips

- Word Wrap
 - Set text to wrap at about 70 characters if using plain text
- Keep email brief
- Use capitalization and punctuation as you would in any other document
- Use proper spelling, grammar, and punctuation
- Write a salutation or greeting

Email Tone

- Formal to:
 - Colleagues when collaborating
 - Administrators concerning business
 - Outsiders
- Informal to:
 - Colleagues or others on close personal terms
- If someone receives an email, you cannot assume that they read it word for word.

Some Tips

- Be concise and to the point
 - Reading email is harder than printed publications
- Appropriate and specific subject lines
 - Not “meeting”,
 - But “March 15th meeting agenda”
- When asking: Supply sufficient information to obtain an answer
- When answering: Answer all the questions
- Do not attach unnecessary files
 - Or large files
- Do not over use “high priority” option
- Read email before you send it
 - Edit for grammar
 - Make it understandable
 - Delay sending if cool down time is necessary
- Don’t forward virus, hoaxes, and chain letters

- Do a Google search instead!
- Then educate the sender!

Addressing Issues: To, Cc, and Bc

- To: Actually addressing
- Cc (Carbon Copy) : Indirectly addressing
 - Like a carbon copy
- Bcc (Blind Carbon Copy): Are like Cc;s, except
 - The To's and Cc's do not know who is on the Bcc list!

Reply v. Reply to All

- Reply goes to the originator of the email
 - Others on the To or Cc list don't receive the reply email
- Reply to All goes to everyone on the To or Cc
 - Use with care
 - Especially embarrassing if you are Bcc'd and are not on the original To or Cc list

Sending to a Lyris Listserv

- Have to be subscribed
 - Is @tricity.wsu.edu the same as @wsu.edu?
 - Cahrsall and Allex- required
 - Most are voluntary
 - Join-listname@lyris.cahrs.wsu.edu
- If sending to two or more lyris lists
 - Include both in the To:
 - But only one will be delivered
- Lyris limits attachment size

Smilies for Informal Emails

Use sparingly and only for informal communications

☺ or : -)

;-) wink

:-> devilish grin

:-D shock or surprise

☹ or : - (

:-P wry smile

:-e disappointment

:-@ scream

:-O yell

Signatures

- Originating v. Replying
 - Outlook allows multiple signatures
- Four or less lines, including:
 - Name
 - Email address
 - Organization
- Questionable
 - Favorite quote
 - Does it reflect you and/or the organization?
 - Graphics

Privacy

- There is no such thing a “private email”
 - Public record
 - Lawyers can read anything
 - Email sent to wrong address
- Issue of forwarding
 - Can state, “Not for distribution,” but...
- Don’t send anything you wouldn’t wish to have distributed

Deleting Emails

- Are deleted emails really deleted?
 - Over night email backup
 - Can recover from the 2 week “deleted” Exchange CAHNR
 - Recipient still has it in their inbox
 - Really not deleted until
 - All instances of the email have been deleted
 - When the last entry is deleted from the CAHNR
 - One should delete their emails once a month

Flames and Other Arguments

- You’ve sent an email causing a not-so-nice email response
 - Sometimes an obvious reason
 - Other times not so obvious
- Best answer?
 - Ignore it and go on with your life
 - If a colleague, skip an email response and discuss the issue in person
 - Apology

How to Start a Flame

- Send an email with UPPER CASE
 - Equivalent to shouting
 - ONLY use upper case words when trying to make a point

- Make an unthinking comment about:
 - Grammar, punctuation, or whatever
- Send a mass-mailing advertisement
- Request assistance without specific information

Causes of Infections

- Old anti-virus definitions
- Operating system not patched
- Opening infected emails
- Clicking on links to infections
- Improper computer shares

Viruses

Computer programs that spread across computers and networks by making copies of themselves, usually without the user's knowledge.

A virus program has to be run before it can infect your computer. Viruses have ways of making sure that this happens. They attach themselves to other programs or hide in code that is run automatically when you open certain kinds of files.

What can viruses do?

- Display messages
- Play pranks
- Deny access
- Steal data
- Corrupt data
- Delete data
- Disable hardware

Worms

A special kind of computer program that can replicate itself and consume computer memory, but it cannot attach itself to other programs. They create exact copies of themselves and use communications between computers to spread.

Trojan Horse

Programs that do things that are not described in their specifications. The user runs what they think is a legitimate program, allowing it to carry out hidden, often harmful functions such as overwriting the hard disk. These programs are sometimes used to infect a computer with a virus.

Backdoor Trojans are programs that allow others to take control of your PC.

Hoaxes

Hoaxes are not viruses but are deliberate or unintentional email messages warning people about a virus or other malicious software program; may cause as much trouble as viruses by sending massive amounts of unnecessary email.

Hoaxes may:

- Contain warnings about viruses and their damaging consequences
- Tell the reader to forward to as many people as possible
- Contain technical sounding language describing the virus
- Contain bogus comments for officials: FBI, software companies, news agencies, etc.

Symptoms and Indicators

- Programs take longer to start or run slowly
- Disk access time seems excessive
- Access lights turn on for non-referenced devices
- Unexplained decreases in available memory
- Sudden reduction in disk space
- Unexplained hidden files appear
- Email message with strange attachment
- Anti-virus program will not run
- Strange sound or music plays from speakers unexpectedly

Security and Protection Strategies

- Never download from people or sites you aren't 100% sure about
- Even if you know the source, be aware of what the file is before you open it
- Unhide file extensions to identify executable files
- Never use automatic preview features of programs
- Never blindly type or run commands

Security and Protection Strategies

- Keep virus protection updated
 - Don't think that just because you have virus protection you're safe, you're not!
- Keep security patches updated
- Backup!
- Forward warnings to only one authorized person to avoid hoaxes
 - Search Google for the email text

Email Lists: a Productivity Tool

- Reaching your audience
 - Clientele
 - Volunteers
 - Colleagues

- Target efficiency
- Cost effectiveness
- Easy to manage

Nickname Lists

- Strengths
 - You manage it within your email program
- Weaknesses
 - Large number of email addresses in each email
 - Errors and Replies to:
 - No singularity
 - No permanent record

Lyris Email Lists

- Complete admin web interface
- Absolute email control
 - Who may submit emails
 - Complete delivery/non-delivery history
- HTML based email formats
- Threaded forums

Getting Subscribers

- Opt-in
 - Leave the join check box unchecked
 - Confirmation message
- Provide explicit information
 - Type of information on the list
 - Frequency
 - Sample

Mailing List Usability

- Ultra-short
 - Push
 - Link to website information
- Separate addresses for:
 - Subscribing and unsubscribing
 - How to get off on each email
- Forums

Washington State University Electronic Communications Policy

- All University electronic communications that contain confidential or operational information must be sent via secure mechanisms that ensure message authenticity, confidentiality, and integrity.
- Non-secure electronic communications may be used to communicate open (public) information.

Secure Communications

Originator Responsibility...Use is only for official business purposes

- Hipaa (Gramm-Leach-Bliley Act)
- Family Educational Rights and Privacy Act (FERPA)
- Privacy

Recipient Responsibility...Read it! Just as a printed version

Some Useful Links

- Purdue Online Writing Lab
 - http://owl.english.purdue.edu/handouts/pw/p_emaillett.html
 - http://owl.english.purdue.edu/handouts/pw/p_tone.html
- Etiquette rules for effective email replies
 - <http://www.emailreplies.com/>
- "I Will Follow Services"
 - <http://www.iwillfollow.com/email.htm>
- Or search Google.Com for "email etiquette"

HRS Skillsoft Online Training

- <http://www.hrs.wsu.edu/skillsoft>
- Sign in and then search for "email"
- Some search Results:
 - E-mail as a Marketing Tool
 - Essentials of Electronic Communication
 - Optimizing E-mail at Work
 - The Customer Loyalty Solution

USING MAIL

As we discuss the mail as a means of communications, let's break it down in two categories personal letters and mass mailings or circular letters.

Personal Letters

If a card or letter can answer a question or call, then consider the following advantages.

1. You have what you said in writing.
2. The client can file your letter for future reference.
3. You can re-write it to state exactly what you intend before you send it.
4. A letter is short and to the point.

5. It can provide written recognition

Some disadvantages may be:

1. Your client has what you said in writing.
2. It may be more time consuming for both you and your secretary.
3. It may not be as personal as a phone call.
4. It may not arrive in time if the message was urgent.

Some keys to successful personal letters:

1. Keep it short and to the point.
2. Information must be accurate and exact.
3. If it includes dates and times, make sure they are correct and complete.
4. Correct grammar.
5. Correct spelling.
6. Neatly typed

Mass Mailings or Circular Letters

Many professionals are quite successful in the use of circular letters as a communication technique.

Some do's and don'ts:

Do:

1. Make them as short as possible and still adequately cover the subject or subjects.
2. Use pictures or charts or cartoons if appropriate. Make sure you follow copyright laws.
3. Make sure they are precise and accurate.
4. Keep the sentences short and easy to read.
5. Write as if you are talking to the people.

Don't:

1. Fill them with trivia.
2. Make them too long.
3. Try to impress people with your knowledge of big words.
4. Expect people to read every word you write. (This means you may need to repeat important dates, times, locations, etc.).

USING MEDIA

Getting to Know the Media in Your County

What Newspapers are published in your county?

Name	How Often Circulated	Contact/Phone

What is the Newspaper of Record?

What radio stations are listened to in your County?					
Call Letters	Frequency	Format	Target Audience	Contact/Phone	Special Notes

What television stations are watched in your County?		
Call letters	Network Affiliation	Contact/phone

What cable system operate in your County?	
Name Communities served	
Public Access Station	Contact/phone

WRITING NEWS ARTICLES

Professionals have found several systems that work in communicating with their clientele through newspapers.

1. They may have their own weekly or monthly news columns.
2. They write news releases and send them to the paper or papers and hope they get printed.
3. They have a contact at the paper that they call when news is breaking and the paper then sends a reporter to cover the event.

If you find yourself doing your own writing, some important tips to remember include:

1. Nearness -- Editors want stories localized.
2. Importance -- How many people does it affect?
3. Accuracy -- Proofread your copy. Watch spelling, double check names, date, and times.
4. Be precise -- It convinces your readers, you know what you are talking about.
5. Timely -- old news is no news and they won't use it.

If you are fortunate enough to have the editor as your friend or have a contact in the newsroom, some general guidelines are needed to keep you in their good graces.

1. Do not waste their time.
2. If you are giving them the information and they are writing the story make sure your facts are correct.

3. If they send someone to cover the event, make sure your directions are accurate and the time and location is clear.

Some General Guidelines

1. Do your homework on public relations (get to know the editor).
2. Don't forget the weekly papers. Sometimes coverage can be as good with a weekly newspaper as with a daily.
3. If you have several papers in the area, make sure they all get the same release at the same time.
4. Follow the local editorial policies.

Guidelines for Writing a News Article

A well-written news article should contain the following items:

1. **Headline** - Your headline should be a "hook" to grab the reader's attention.
2. **Byline** - That's you!
3. **Lead-in sentence for opening paragraph** - Just like your headline, your lead-in sentence needs to be a "grabber."
4. **Opening paragraph** - Besides an interesting lead-in sentence, be sure to answer the following basic questions:
 - a. Who?
 - b. What happened?
 - c. When?
 - d. Where?
 - e. Why?
5. **Supporting paragraphs** - You will need one to three paragraphs that explain the details surrounding your photograph. What events lead up to the picture? Your details should be interesting and logically connected. What evidence can you add to support your statements? Quotations?
6. **Effective closing paragraph** - End with a summary of your main idea.

Remember: a news article is different from an essay. Report on what actually was happening in your photograph. Be objective. Do not give the reader your personal opinions.

USING RADIO

The radio can really help your communications system. There are several ways you can put the radio to work for you.

1. Write your news releases for radio and send them to the local and area stations.
2. Do guest appearances on local radio stations.
3. Tape shows and have the local station use them at their leisure.
4. Do a regular radio show -- produced live at the station -- daily, weekly, monthly, etc.
5. Broadcast a radio show live from your home or office, via telephone. (Most stations are equipped to handle phone-in-shows.)

Some general ideas to help you communicate more effectively by radio include:

1. Write your releases specifically for broadcasting.
2. Use only current information -- radio news is NOW!
3. Remember -- broadcasting is conversation.
4. Keep your audience in mind. Remember once news is reported it's gone.
5. Keep information localized as much as possible.
6. Keep the language simple -- not too much technical information.
7. Be enthusiastic.

USING TELEVISION

This medium is a good way to communicate with the public. Many of the same techniques used in writing for radio apply to television, with the added use of another of the senses. The news story or the radio show must be converted to an audio-visual presentation. The best advice on how to succeed in television comes from the television staff themselves. Find a station that is willing to work with you and let them help you develop your programming. Some possibilities might be: Commercial television -- Public service time may be available. Public or Educational Television -- They are usually looking for programming. Cable Television -- Local stations are usually looking for talent for programming. They

may even provide the equipment and let you do the taping. In any case, with any system, find out who your audience is and gear your programming to that audience.

USING AUDIO-VISUAL AIDS

A picture is worth a thousand words. Experts say that before an individual really learns something it must be communicated to them seven times. If one of our senses is used more than once, more is learned quickly. Do not overlook the use of audio-visual aids in conducting the 4-H educational programs. CDs, DVDs, video, power point, audio tapes, and flip charts are just a few.

COPYRIGHT AND THE INTERNET EXCLUSION

(From The Backgrounder, OSU)

There's a lot of confusion about copyright, much of it stemming from the capabilities that computers and computer networks put at our fingertips. Case in point: a subscriber to a computer bulletin board service scanned pictures from *Time Magazine* and uploaded the files to the bulletin board without the bulletin board operator's knowledge. Permission to use the pictures, which were copyrighted as part of the magazine, had not been sought from *Time Magazine*. So who's liable here? The subscriber? The bulletin board operator? No one?

This is just one of the fascinating cases that are regular fare on the Copyright and Intellectual Property Forum and Coalition for Networked Information, an electronic mailing group on Internet, the information superhighway. It was through this mailing group that I learned about *Frequently Asked Questions About Copyright* by Terry Carroll. In keeping with modern times, Carroll's work doesn't exist on paper. Rather, it's an electronic document in a server connected to the Internet. I retrieved it from the Internet and translated it into an MS Word file on my Macintosh computer.

What is copyright? "A copyright is a right of intellectual property" that gives authors (i.e., writers, scholars, artists, performers, photographers, et cetera) specific exclusive rights to their works for a limited time. There are seven rights are recognized in the United States. Five of the most important rights are:

- 1) The right to reproduce the work in copies. Example: I buy copyrighted software about pasture management. I can't make copies for my neighbors, even if I intend to give them away.
- 2) The right to produce derivative works based on the copyrighted work. Example: I buy a photograph from a local artist to decorate my office. I can't scan the image and use it to make, say, postcards.

3) The right to distribute copies of the work. I obtain permission to scan a copyrighted drawing for my newsletter. I can't give that digitized drawing to someone else to use in a publication.

4) The right to perform the copyrighted work publicly.

5) The right to display the copyrighted work publicly.

What is "**public domain**?" According to Carroll, "A work in the public domain is one that can be freely used by anyone for any purpose." A change in copyright law in 1988 had a significant impact on the public domain. Carroll: "It used to be that if a work was published without notice [i.e., without a statement clearly stating that the work is copyrighted], it lost all copyright and entered the public domain. That's no longer true, and now public domain is more the exception than the rule." (Emphasis added.) The lesson here is to err on the side of caution and seek permission when you are unsure of the copyright status of a work you want to reproduce.

Contrary to popular belief, a copyrighted work does not go into the public domain if someone illegally reproduces it and the copyright owner doesn't sue or challenge the illegal use. Carroll: "I can't find anything that supports the idea that failure to assert a copyright against an infringer can alone lead to placing the work in the public domain."

Sometimes an author seeking widespread distribution of a work places it in the public domain, but only under certain conditions. Carroll cites the following statement: "This [computer] program is public domain. It may be freely distributed, but you may not charge more for it than the cost of the media." This is contradictory, says Carroll. "If the program is public domain, you can do whatever you want with it, including charging whatever you want." If any restrictions are placed on the use of the work, even the restriction that it must be given away for free, and the work is not in the public domain.

Other interesting highlights about the public domain. Works of the United States government- and, thus, Extension because it is part of the Federal government- are in the public domain. (There's one exception: "standard reference data produced by the Secretary of Commerce under the Standard Reference Data Act.") So when people ask Agricultural Communications for permission to reprint an Extension publication, we ask them to give OSU Extension credit as the original publisher and to reprint the work in its entirety, but they are under no legal obligation to do so.

How do you copyright a work? Getting a copyright is simple now. A work is copyrighted as soon as it is created. Here are excerpts from the actual law:

Copyright protection subsists...in original works of authorship fixed in any tangible medium of expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device.

And

A work is "fixed" in a tangible medium of expression when its embodiment in a copy or phonorecord, by or under the authority of the author, is sufficiently permanent or stable to permit it to be perceived, reproduced, or otherwise communicated for a period of more than transitory duration.

"What this means in simple terms," says Carroll, "is that as soon as you've created your original work, it's copyrighted. Because of the 'either directly or with the aid of a machine or device' provision, it doesn't matter whether you've printed it out, or if it's only on your hard drive or floppy disk."

There are no formal requirements for a copyright. You don't have to pay a fee and register a work with the U.S. Copyright Office. You don't have to put a copyright notice on your work (i.e., a © and the year of first publication and the name of the copyright owner).

But, advises Carroll, there are advantages to putting a copyright notice on your work. Then a violator can't plead ignorance in order to lessen the penalty for copyright infringement.

Now, let's get back to the *Playboy* case. Remember, the digitized files of the *Playboy* pictures had been placed on the computer bulletin board service without the operator's knowledge. In fact, the operator removed them as soon as they were discovered. However, that didn't stop a Federal district court in Florida from holding the bulletin board operator liable for infringing *Playboy's* copyright. Failure to obtain permission to use the pictures violated *Playboy's* exclusive rights to control the copying, distribution, and display of its works.

As one commentator on the Internet copyright forum noted, this ruling places a considerable burden on computer bulletin board operators. They can ban uploading, which defeats the interactive nature of a bulletin board, or allow uploading that cannot be downloaded until the operator approves it. Either way, the commentator concludes, it involves "Lots of monitoring. Lots of liability- might be cheaper just to shut down." -Tom Gentle

COPYRIGHT AND MULTIMEDIA

(from *The Backgrounder*, OSU,)

Note: The discussion of multimedia copyright issues is based on Intellectual Property Law Primer for Multimedia Developers, by J. Dianne Brinson and Mark F. Radcliffe. The Primer is available on the World Wide Web at <http://www.eff.org/pub/CAF/law>.

The subject is copyright law and multimedia. We've dealt with copyright before in *Communicate!*, mostly in connection with publications and software. As a result of the rapid development of computer-based multimedia, copyright issues once again are a matter of concern.

Desktop computers and peripheral hardware such as scanners allow us to copy and combine a variety of materials created by others- text, photos, drawings, cartoons, music and other audio recordings, color illustrations, video footage- into a multimedia program. But just because we have the capability to copy them doesn't mean we have the legal right to do so. Failure to obtain permission to use copyrighted material opens the door to a lawsuit by the material's creator.

Moreover, because multimedia tends to use bits and pieces of other works rather than the entire work, many people mistakenly assume that copyright is not a concern.

According to Brinson and Radcliffe, "Most of the third-party material you will want to use in your multimedia product is protected by copyright. Using copyrighted material without getting permission can have disastrous consequences. The owner of the copyright can prevent the distribution of your product and obtain damages from you for infringement, even if you did not intentionally include his or her material."

Copyright law gives authors (i.e., writers, scholars, artists, performers, photographers, etc.) specific exclusive rights to their works for a limited time. Seven rights are recognized in the United States, but I'll cover five of them here.

- 1) The right to reproduce the work in copies, or *reproduction right*. This applies to copying, duplicating, transcribing, or imitating the work in fixed form.
- 2) The right to produce derivative works based on the copyrighted work, or *modification right*. This prevents anyone other than the original author from altering or modifying a work to create a new one.
- 3) The right to distribute copies of the work, or *distribution right*. This refers to giving, selling, renting, loaning, or leasing a work.

4) The right to perform the copyrighted work publicly, or *public performance right*. According to Brinson and Radcliffe, this entails "the rights to recite, play, dance, act, or show the work at a public place or to transmit it to the public. In the case of a motion picture or other audiovisual work, showing the work's images in sequence is considered 'performance.' Some types of works, such as sounding recordings, do not have a public performance right."

5) The right to display the copyrighted work publicly, or *public display right*. According to Brinson and Radcliffe, this involves "the right to show a copy of the work directly or by means of a film, slide, or television image at a public place or to transmit to the public. In the case of a motion picture or other audiovisual work, showing the work's images out of sequence is considered 'display.'"

What kinds of works are covered by copyright? The operative is "works of authorship." According to Brinson and Radcliffe, here are the types of works of most interest to creators of multimedia programs:

- **Literary works.** Novels, nonfiction prose, poetry, newspaper articles and newspapers, magazine articles and magazines, computer software, software manuals, training manuals, manuals, catalogs, brochures, ads (text), and compilations such as business directories.
- **Musical works.** Songs, advertising jingles, and instrumentals.
- **Dramatic works.** Plays, operas, and skits.
- **Pantomimes and choreographic works.** Ballets, modern dance, jazz dance, and mime works.
- **Pictorial, graphic, and sculptural works.** Photographs, posters, maps, paintings, drawings, graphic art, display ads, cartoon strips and cartoon characters, stuffed animals, statues, paintings, and works of fine art.
- **Motion pictures and other audiovisual works.** Movies, documentaries, travelogues, training films and videos, television shows, television ads, and interactive multimedia works.
- **Sound recordings.** Recordings of music, sounds, or words."

How does a work become copyrighted? Getting a copyright is simple now. A work is copyrighted as soon as it is created. Here are excerpts from the actual law:

Copyright protection subsists...in original works of authorship fixed in any tangible medium of expression, now known or later developed, from which they

can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device.

A work is "fixed" in a tangible medium of expression when its embodiment in a copy or phonorecord, by or under the authority of the author, is sufficiently permanent or stable to permit it to be perceived, reproduced, or otherwise communicated for a period of more than a transitory duration.

Basically, this means that an original work is copyrighted as soon as it is created. Because of the "either directly or with the aid of a machine or device" provision, it doesn't matter whether the work is printed out, or if it's only on a computer hard drive or floppy disk.

The "originality" provision does not call for much. A work doesn't have to be unique or meet any standard of artistry. Moreover, a work can contain materials from other works and still be considered original. The copyright of such a work applies only to the new material created by the author and not to the borrowed material. For example, if you obtain permission to use copyrighted photographs to illustrate a script you wrote for a multimedia presentation, the copyright for your multimedia program applies only to the words you wrote and not to the photographs.

There are no formal requirements for a copyright. A work does not have to be registered with the U.S. Copyright Office. And it doesn't have to bear a copyright notice (i.e., a © and the year of the first publication and the name of the copyright owner). However, putting a copyright notice on a work can keep a violator from pleading ignorance in order to lessen the penalty for copyright infringement.

To illustrate just how complicated the copyright situation can be with a multimedia production, Brinson and Radcliffe give the following example:

"Productions, Inc. created an interactive multimedia training work called *You Can Do It*. The script was written by a freelance writer. *You Can Do It* includes an excerpt from a recording of Julie Andrews singing 'Climb Every Mountain.' It ends with a photograph of Lauren Bacall shown above the words, 'Good luck.'

"In this example, if the Productions staff did not obtain permission to use the recording of 'Climb Every Mountain' or the photo of Lauren Bacall, *You Can Do It* infringes three copyrights: the copyright of the song, the copyright on the Julie Andrews recording of the song, and the copyright on the photograph. Furthermore, if Productions did not acquire ownership of the script from the freelance writer, Productions does not have clear title to *Do It*, and distribution of *Do It* may infringe the writer's copyright in the script. Any of the copyright owners whose copyrights are infringed may be able to get a court order preventing further distribution of this multimedia product."

Here's a handy checklist of the most common misconceptions about copyright:

Misconception: If a work does not have a copyright notice, you can use it.

Fact: Works published after March 1, 1989 do not require a copyright notice. Remember that under current law, a work is protected by copyright as soon as it is created.

Misconception: It's okay to use small portions of copyrighted work.

Fact: There are no hard and fast rules that define what constitutes a small portion. Brinson and Radcliffe cite a legal case in which "a magazine article that used 300 words from a 200,000- word autobiography written by President Gerald Ford was found to infringe the copyright on the autobiography."

Misconception: If you credit the original authors, you are not violating copyright.

Fact: As Brinson and Radcliffe point out, you avoid the charge of plagiarism. However, even though you acknowledge the original authors, you still must obtain permission to use the copyrighted work.

Misconception: Authors of copyrighted works will be delighted that you brought their work to the attention of a wider audience through your multimedia program.

Fact: Multimedia is considered to be a new source of income by creators of copyrighted works.

Misconception: Permission to use a copyrighted work is not necessary if you alter the work you copy.

Fact: Remember that copyright law gives the copyright owner control over all copying and modification of the work. -Tom Gentle

County 4-H Program Management

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Youth Program Management is a broad term used to describe how to design and operate an effective 4-H program. This section of the handbook is divided into following parts: Policies and Procedures; Committees (County and State); Events and Activities; County Endowment Funds; 4-H Foundation; Literature Management; and Public Relations and Marketing.

POLICIES AND PROCEDURES

All organizations have policies and procedures that dictate the rules governing their program.

The policies and procedures for operating the Washington 4-H program are contained in the Appendix of this handbook. The policies have been approved by the Washington State University Extension. These policies and procedures will help you make decisions about topics such as membership, name and emblem restrictions, financial management, program guidelines, and EEO/Affirmative Action.

COUNTY EXTENSION 4-H COMMITTEE

Policy

Every county will have an active County Extension 4-H Committee. This representative group of people is responsible for giving advice on 4-H program needs, direction and management to insure a balanced program based on the county affirmative action plan.

The Affirmative Action plan requires the establishment of a special County Committee for 4-H Expansion. The purpose of the Committee for 4-H Expansion is to strengthen participants more adequately to serve those who, for whatever reason, have not had full access to the 4-H program; to help insure a balanced program in ways that provide equal access and opportunity for participation by all potential youth (between age nine or third grade and age 19), on a nondiscriminatory basis without regard to race, color, national origin, age, handicap, sex, religion or Vietnam-era veteran status.

An operation exception has been provided which permits the use of an existing County Extension 4-H Committee under specific conditions: 1) such a committee must be active and functioning effectively; 2) must meet the membership requirements for Committee for 4-H Expansion; 3) must agree to carry out the functions of the Committee for 4-H Expansion.

If your County Extension 4-H Committee meets the above criteria and the criteria under Recommended Organization, it may serve the expansion function. If the above criteria is not met in total, it is permissible to invite specific persons (those who will help meet the membership criteria) to meet with your County Extension 4-H Committee two or more times during the year to review progress toward and recommend actions needed to insure a balanced program.

If your County Extension 4-H Committee does not serve or fulfill a 4-H expansion function of Affirmative Action, then a separate Expansion Sub-Committee must be formed. The major purpose of the County Extension 4-H Committee is to work with the County Extension Educators and other members of the County Extension staff in determining 4-H program needs and direction in concert with state and national policy by:

1. Helping to analyze the needs and interests of all county youth five to 19 years of age (grades K-12).
2. Helping to insure a balanced program in regard to all potential clientele, including adults and youth five to 19 years of age (grades K-12) on a nondiscriminatory basis without regard to race, color, national origin, age, handicap, sex, religion or Vietnam-era veteran status.

3. Assisting with planning, evaluating, and recommending of 4-H educational experiences, methods, and programs related to Community and Natural Resources, Home Economics and Agriculture that will meet the needs and interest of those youth; and reviewing the program to assure that a balance of content/curriculum is offered.
4. Assisting in the recruitment and development of leadership to work with the 4-H program.
5. Seeking local financial resources as needed to conduct, promote, and expand the 4-H program.

Functions

- ❖ Review and study the general youth needs, interest and concerns. Examples: education, economics, employment, use of leisure time, older youth, crime, safety, health, etc.
- ❖ Analyze and study the potential youth population and the current enrollment in 4-H programs on a nondiscriminatory basis without regard to race, color, national origin, age, handicap, sex, religion or Vietnam-era veteran status.
- ❖ Assist in developing objectives and goals of the 4-H program to meet the needs, interests, and concerns of youth in the county.
- ❖ Assist in designating methods of enrolling youth in 4-H programs.
- ❖ Assist in developing methods to recruit, train, and recognize adult volunteer 4-H advisors, key leaders, and 4-H Committee members.
- ❖ Analyze and assist in developing plans and procedures to expand 4-H and youth development to new audiences.
- ❖ Keep accurate minutes for use by members and to keep on file in the County Extension Office.
- ❖ Serve as the 4-H link with the County Extension Advisory Committee and the District 4-H Committee with representation on both committees. Also serve as the link with the State Extension 4-H Advisory Committee.

RECOMMENDED COMMITTEE ORGANIZATIONS

Size and Representation

Structure of the 4-H Committee may vary from county to county. Listed below are recommended organization criteria that can fit a variety of situations.

- ❖ The most effective size is 15 to 25 people that will represent a balance of population, geographical areas, males and females, youth and adults, minorities, and handicapped. Youth representation should make up one fourth to one third of the committee membership (enough representation to feel free to speak and be heard).
- ❖ Committee member qualifications that should be kept in mind at the time of committee selection are:
 1. They should be recognized for having skill in the area of program to which the committee expects to devote its attention.
 2. They should be individuals who have an interest and belief in seeing the 4-H program grow and develop. Their focus should be overall youth development as it relates to developing competent young adults.

Method and Selection

- ❖ Committee members should be elected or appointed by the people they represent.
- ❖ In certain situations, it may be appropriate for the County Extension Educator, 4-H, to appoint individuals for the County 4-H Committee. This must be done in consultation with appropriate county professionals, district and/or state 4-H professionals.
- ❖ Related 4-H program committees must report their plans, activities, and recommendations for approval to the County Extension 4-H Committee. Method of approval is to be left to the discretion of the County 4-H Committee.
- ❖ Prospective committee members shall indicate their willingness to serve before their names are placed in nomination or they are appointed. Personal contacts need to be made with prospective committee members to help them understand the opportunities, obligations, and satisfactions involved in their responsibility.

Terms of Office

To be most effective in providing guidance and direction to the program, adult committee members should serve a term of three years. A rotation plan to replace one third of the group each year will help to provide continuity. Youth representatives may be with one half replaced annually. Members should not serve more than three year terms. At least one year should lapse before a member may serve again.

4-H Sub-Committees

Sub-committees need to be determined and maintained on the basis of need and program content by the Extension educators and/or in cooperation with the County Extension 4-H Committee. Criteria should include: areas of emphasis in program; size of enrollment projects; and specific educational experiences desired for advisors or members. The need for sub-committees should be reviewed each year.

As a group, they should be representative of all the major categories that make up the membership and youth potential, volunteer leadership, formal education, business and civic groups, parents, minorities and youth. Kinds of 4-H sub-committees might include:

❖ Standing and Ad Hoc Sub-Committees

Membership from within the County Extension 4-H Committee, with specific designated purposes. Examples: advisor training, budget and fund raising, recognition and awards, promotion and publicity.

❖ Special Program Clientele and Development Sub-Committees

Membership from outside the County Extension 4-H Committee, with responsibility for developing 4-H programs with a wide segment of unreached youth clientele.

These committees will have representation on the County Extension 4-H Committee. (Examples: Program Review Sub-Committee, Expanded Nutrition Program Youth Sub-Committee.)

❖ Project and Program Development Sub-Committee

Membership from outside the County Extension 4-H Committee except for one member from that group who will serve as liaison between the two. Such committees will be initiated and continued only when there is specific need for assistance in a given area. (Examples: County 4-H Home Economics Committee, Horse, Camping, Safety, County Fair, Beef, Small Animals, Health, etc.)

❖ Committee for 4-H Expansion

If your County Extension 4-H Committee does not serve or fulfill a 4-H expansion and review function of Affirmative Action, then a separate Committee for 4-H Expansion must be formed.

4-H COMMITTEE FOR EXPANSION

The purpose of the Committee for 4-H Expansion is to work with County Extension Educator(s), 4-H Program Assistant(s), and other members of the County Extension Staff to strengthen the 4-H program by improving the balance of program participants more adequately to serve those who, for whatever reason, have not had full access to the 4-H program. Specifically, this means to help insure a balanced program in regard to all potential youth between ages of five or kindergarden and age 19 or twelfth grade on a nondiscriminatory basis without regard to race, color, national origin, age, handicap, sex, religion, or Vietnam-era veteran status. In addition, the Committee for 4-H Expansion should review the 4-H program for a balance of content/curriculum offered.

The Committee for 4-H Expansion would be a sub-committee of the County Extension 4-H Committee. It also could be an ad hoc committee that focuses on a specific targeted area/audience for a specific time to get programs initiated.

Functions

- ❖ Review and study the general youth needs, interests and concerns. For example: education, economics, employment, use of leisure time, older youth, crime, safety, health, etc.
- ❖ Analyze and study the potential youth population and the current enrollment in 4-H programs without regard to race, color, national origin, age, handicap, sex, religion, or Vietnam-era veteran status.
- ❖ Assist in developing objectives and goals of the 4-H program to meet the needs, interests, and concerns of youth in the county.
- ❖ Assist in designing methods of enrolling youth in 4-H programs.
- ❖ Assist in developing methods to recruit, train, and recognize adult volunteer 4-H advisors, key leaders, and 4-H Committee members.
- ❖ Analyze and assist with meeting Affirmative Action requirements for equal opportunity.

- ❖ Analyze and assist in developing plans and procedures to insure harmonious and balanced integration of all 4-H activities and events (including 4-H camp, shows, recognition programs, fairs, demonstration contests, exhibits, judging, etc.) and to expand 4-H to new audiences and neighborhoods.
- ❖ Make recommendations to County 4-H Committee on program implementations.
- ❖ Keep accurate minutes of meetings for use by members and to keep on file in the County Extension Office.

Size and Representation

- ❖ The Committee for 4-H Expansion should be fairly small but large enough to represent a balance of population, geographical areas, males and females, youth and adult, minorities and non-minorities, and handicapped.
- ❖ Membership
 1. Youth, both present 4-H members and non-4-H members are encouraged for membership on the Committee for 4-H Expansion.
 2. Representation of minorities.
 3. Representation of handicapped.
 4. A mix of females and males.
 5. Persons who know the county and its communities as well, including rural and urban.
 6. The overall sub-committee must have representatives from area/audience targeted.
 7. Representatives of the County Extension 4-H Committee.

It is essential that there is a specific linkage from the Committee for 4-H Expansion Subcommittee to the County Extension 4-H Committee. There should be verbal and written reports and/or recommendations of 4-H program and expansion of enrollment.

The Committee for 4-H Expansion will be a sub-committee of the County Extension 4-H Committee. It will meet the membership guidelines listed above. Care should be exercised to insure that it involves more than the "traditional" 4-H efforts. It should include newer clientele groups and the functions noted above.

Method and Selection

- ❖ Extension Educators, 4-H, in consultation with the County and District Extension team and the County Extension 4-H Committee should select and recruit committee members according to the guidelines stated above.
- ❖ Members of the Committee for 4-H Expansion should provide for additions or replacements.

COMMITTEE MEMBER RESPONSIBILITIES

Long Term

- ❖ Understand the organization of the Washington State University Extension as an educational arm of The Washington State University and the United States Department of Agriculture.
- ❖ Understand and believe in: the objectives and current direction of the 4-H program; The Washington 4-H Membership Guidelines, and overall guidelines for developing and conducting Extension 4-H youth development programs.
- ❖ Assist in assuring compliance with Affirmative Action requirements and a balanced 4-H program.
- ❖ Be aware of the development stages of youth at various age levels.
- ❖ Work with the 4-H educator (and other Extension educators) on the basis that 4-H programs and activities should be planned and evaluated on their educational merits in fulfilling the needs and interests of youth.
- ❖ Promote favorable public relations and image for the 4-H program at every opportunity.
- ❖ Support the recommendations of the Committee.
- ❖ Attend the meetings of the Committee and participate actively in discussion and in making recommendations for the 4-H program.
- ❖ Serve on sub-committees when appointed or asked to participate.

Immediate

- ❖ Assume responsibility for communication to and for the group(s) represented.
- ❖ Assume the necessary leadership to make sure that the 4-H program is conducted according to the best possible standards and in concert with current issues and focus areas of the Extension program.
- ❖ Discuss local 4-H programs and activities and youth needs with the County Extension Educator(s), 4-H, and other County Extension staff as desired.
- ❖ Be alert to ways of improving the 4-H program for youth, parents, and volunteers to provide the highest quality informal education program possible.

EXTENSION EDUCATOR'S RESPONSIBILITIES WHEN WORKING WITH EXTENSION VOLUNTEERS

- ❖ Provide orientation for new committee members in their overall and immediate responsibilities by helping them understand and actively accept the responsibilities they have, recognizing they are a program direction group rather than a policy-making group. It may be appropriate to provide leadership training to further develop 4-H committee members' skills and provide opportunities for them to practice these skills through additional responsibility and involvement in activities and programs.
- ❖ Provide for appropriate committee maintenance.
- ❖ Assume responsibility for relaying Extension policy and interpreting its meaning to them.
- ❖ Assist committee members in: exploring facts concerning the county youth situation; considering programs that would meet the needs and interests of youth; recommending program direction, and evaluating program efforts.
- ❖ Provide professional guidance and direction as needed. Committees are only as effective as the professional staff that works with them.
- ❖ Exercise judgment in determining the scope of the Committee's responsibilities. (Experience indicates, for example, that the professional staff members are usually in the best position to select camp counselors.)
- ❖ Assume responsibility for making final program decisions in cooperation with other Extension faculty and the County Extension Advisory Committee, considering the Committee's recommendations.

- ❖ Work with the Committee members to: keep local 4-H requirements (rules and regulations) within the framework of the policies established by the State Extension Administrative Cabinet. Policies are formulated to conduct programs effectively for the benefit of all boys and girls of 4-H age; keep local rules to a minimum since they tend to restrict rather than to expand educational opportunities for young people.
- ❖ Confer with the Committee chairman; assist in planning meeting agenda and in contacting members before each committee meeting.
- ❖ Assist Committee officers when desirable; i.e., starting and stopping on time, duplicating and distributing minutes, etc.
- ❖ Keep other Extension faculty informed.
- ❖ Educators should become familiar with the Washington 4-H Committee Education Package in working with County Extension 4-H Committee. A copy of the package is available in each County Extension Office or from your District 4-H Specialist (red notebook).

TECHNIQUES OF WORKING WITH VOLUNTEER 4-H COMMITTEES

Extension educators want methods or details of successful procedures in using 4-H committees effectively. One new educator remarked, "I need to know what I can and should do right now at meetings and the long-term."

Techniques are organized as best we can to meet this educator's needs for priority.

**Asterisk items are of particular importance to new educators.*

Right Now Techniques

1. Review the committee's role in detail and discuss it with the volunteer chairperson. The role of the committee gives the scope and serves as a guide in planning initial use of the committee.
2. Locate and spend a few hours reading the last three year's committee minutes to gain a historical perspective, an insight into trends, people who make decisions, and what kind of subjects the committee has dealt with.
3. Meet with the chairperson and committee to set up a basic outline for the entire year's work, based on a review of past year's programs and the constitution.

4. Learn about each committee members. If time permits, visit each one personally.

Build an Agenda

1. The meeting agenda should be developed in consultation with the committee chairperson/president.
2. Build in a starting and stopping time. Discussion will expand to fill the time allotted to a meeting. One and one-half hours is long enough for most well-planned meetings.
3. Use accepted meeting order.
4. Print the agenda and mail copies to reach all committee members ten days before the meeting. Enclose a copy of last meeting's minutes and any other background information they may need to consider before dealing with an item on the agenda; e.g., committee reports, revised constitution, etc.
5. Share an idea with two or three committee members before bringing it up before the whole group. Suggest others bring the item up for discussion.
6. The roles and actions of committee members:
 - a. Come prepared to group meetings.
 - b. Seek common direction in working with others.
 - c. Share oneself as a resource in the group.
 - d. Be open to listen to ideas of others.
 - e. Take responsibility for helping the group make decisions and solve problems.
 - f. Speak only for oneself.
 - g. Evaluate the group effort.
 - h. Evaluate one's own contributions.
 - i. Help celebrate and honor successes. Follow up and do that which is agreed upon after the meeting of the group.

IDEAS FOR RAISING MONEY FOR COUNCILS AND LOCAL CLUBS

- ❖ Sales, bazaars, auction, or roadside stands for selling products which 4-H'ers themselves have raised or processed.
- ❖ Marketing projects where 4-H members serve the general community by helping market a peak surplus of products at a bazaar or festival. Some examples are apples, nuts, vegetables, flowers, plants, crafts, or dairy products.
- ❖ Serving dinners, box suppers, social, refreshment stands at fairs or games, have been successful-- but you need to follow safe food handling practices as directed by your local health department.
- ❖ Amateur entertainment festivals such as community square dances, plays, skits and pageants, musicals, socials, and skating parties.
- ❖ Community forest or Christmas tree plot; Christmas greens.
- ❖ Recycling drives.
- ❖ Many clubs have sold candy, popcorn, potato chips and frozen food. Be certain that it's a reputable company and product.

ENSURING PROTECTION OF FUNDS

To ensure the protection of funds raised by 4-H Councils, committees, and Club each unit must have Bylaws providing for:

- ❖ Officers- including a president, secretary, and treasurer.
- ❖ Purpose and methods for raising funds, or procedures for deciding these- if the club raises any funds. A budget should be approved by the club and serve as the basis for raising funds.
- ❖ Businesslike financial transactions. The club's financial records must be in line with the requirement of the Leaders Guide to the 4-H Treasures' Book (C1059)
- ❖ Sound business principles. Unless these are followed in local club treasuries, the whole educational purpose of club work may be lost. Certain items sold as fund-raisers are subject to SALES TAX.
- ❖ No careless "cigar box" practices. If you let these get started (such as throwing all cash and receipts into a box with no written ledger), you may

have accounting misunderstandings. To keep young members from dangerous situations, do not allow them to carry large sums, especially at night.

- ❖ Sound handling of club funds. This practice builds confidence, trust, and pride. Careless handling sows seeds for dissension, misunderstanding, and breakup. A designated individual or committee should be responsible for each fund-raising activity. Two individuals should work together to count and record receipts. A report of income and expenses should be reported to the club and become a part of the minutes.
- ❖ Safeguards to keep fund raising from becoming a "disease." A small success at first sometimes generates so much enthusiasm that other more important purposes are lost.
- ❖ Expenditures to be authorized only by club members for club purposes. Be sure this is done. Never allow one person or clique to control the treasury- not even the leader.
- ❖ If a club disbands, the treasury balance is to be held in escrow by the county council treasury for future new 4-H Clubs. Never allow officers to divide the balance among remaining members because many persons likely contributed to it. Clubs are to follow the procedures as outlined in the Leader's Guide to the Treasurer's Book, C1059.

COUNTY 4-H LEADER COUNCILS FINANCIAL RESPONSIBILITY

The County 4-H Leaders Council is the primary fund raising arm for the county 4-H program. In order for the Council to accept and manage funds in the name of 4-H, it must be:

1. Incorporated as a non-profit educational organization in the State of Washington.
2. Registered and have an IRS Employer Identification Number.
3. File a copy of the County 4-H Leaders Council By Laws, Articles of Incorporation, and the IRS Employer Identification number, and Annual Financial Statement with the WSU Extension 4-H Office.

4-H Leaders Council Funds

All program committees (project, activity, curriculum, development) must maintain their funds within the County 4-H Leaders Council or 4-H Leaders Horse Council. In most cases these funds should be in separate accounts for designated purposes.

The Leaders Council Executive Committee, in cooperation with the Extension faculty, should establish an annual balanced budget. The budget must be approved by WSU Extension through the Extension educators with 4-H responsibility. Project, activity, curriculum, and development committees with accounts should establish budgets that become part of the Leaders Council budget.

At the end of the year a financial summary of the income and expenses against the budget should be prepared. The budget and financial summary must be shared with all 4-H leaders and kept on file in the county Extension office.

County 4-H Leaders Council IRS Employer I.D. Number

When establishing a checking or savings account, each county 4-H Leaders Council must have a nine digit Internal Revenue Service Employer Identification Number (EIN) required by banks and savings and loan organizations.

This number must be used by all 4-H clubs with checking and savings accounts. Individual clubs or committees should not have their own IRS Employer I.D. Number. The 4-H Leaders Council will need to report to IRS all income from all clubs.

The number must be supplied because 4-H organizations receiving interest in any calendar year are required to furnish their savings institutions with an IRS Employer Identification number, even though they are exempt from Federal income taxes. This is in accordance with 26 USC 6049 and 26 USC 6109.

If the County 4-H Leaders Council does not have an Employer Identification Number, one can be obtained by filing an "Application for Employer Identification Number" (Form SS-4) with the IRS at <http://www.irs.gov/pub/irs-pdf/fss4.pdf>. Although the form is designed primarily for organizations paying wages, it's also used by all organizations who are required to have an identifying number. Applications may be obtained from the Social Security Administration or IRS office. The completed form should be mailed to the IRS office handling the area's federal income tax returns. When completing item 10 on the form for "Nature of Business," use "Affiliated 4-H Organization- Education."

If the County 4-H Leaders' Council has gross income of \$25,000 or more for the year, it must fill out IRS Form 990. Form 990 requires two identification numbers, the IRS Employer Identification Number and the 4-H Group Exemption Number (GEN) 2704.

Accountability

WSU Extension County Director and the 4-H Youth Extension Educator is responsible and accountable for all funds raised in the name of 4-H.

Responsibility and accountability is achieved in partnership with the officers of the 4-H Leaders Council. The Extension educator must be part of the process of establishing the budget and expanding funds on behalf of the 4-H program.

HANDLING 4-H CLUB FUNDS AND ASSETS (refer to Funding Chapter for additional detail)

Club Finances

1. Clubs having \$25.00 or more in their treasury must place it in a club bank account. The bank requires an Employer Identification because of an interest bearing on saving account, see the procedure under "County 4-H Leaders' Council Employee I.D. Number" (in the previous section entitled "4-H Leaders Council Financial Responsibility").
2. No account should be established under a member's or leader's Social Security Number. If this is done, that person becomes liable for interest issued in the account.
3. All accounts must require two signatures. It is recommended that these be:
 - a) one 4-H leader and one officer (treasurer), or
 - b) two 4-H officers (but from different families).
4. A written record of income and expenses must be maintained by the treasurer and submitted to the county Extension office each year.
5. An inventory of assets other than money must be kept and accompany the annual report in #4 above.
6. If a club disbands it must turn its assets over to the County 4-H Leaders' Council.

Funds and properties raised in the name of 4-H cannot be divided among group members upon disbandment.

Suggested Management of 4-H Funds (Clubs)

The following is a suggested procedure for the management and accountability of funds in the county.

1. Have the clubs planning to establish a checking or savings account notify the county Extension office.

2. Establish a list in the office with the club name, leader name and address, location of account and date.
3. Have the club establish the account at the financial institution, giving the name and telephone number of the county Extension office.
4. When the financial institution calls the county Extension office, give it the IRS Employer I.D. Number (IDN). (See previous section, entitled "County 4-H Leader Council Financial Responsibility.") **Do not give the number out to leaders to prevent improper use.**
5. Have 1099 Form (IRS Interest Earned Form) sent to the Extension office rather than to the leader.
6. Have all clubs submit a financial accounting to the county Extension office by February 1 for the previous year. If a club does not continue, financial accounting should be submitted by October 1.
7. Submit a copy of the clubs' financial accounting to the 4-H Leaders' Council treasurer to be included in reports required for IRS and the State of Washington.

4-H Treasury Guidelines

1. There must be a real need and purpose for developing a group or club treasury. Do not raise money for the sake of raising money. This need and purpose should be understood and supported by the group. All club money (receipts and expenses) should go through the Treasurer. The clubs are encouraged to establish a budget each year.
2. Local 4-H Club treasuries should have a minimum carry over from year to year. Those that raise the money should spend the money. If the treasury is saving for a major project the money should be given to the project annually.
3. The Treasurer should keep accurate records and report the status of the treasury at each meeting. The Washington 4-H Treasurer's Record Book, should be used and should help maintain accurate records. A treasurer's report should be given at each meeting and the secretary minutes should reflect action taken. Three or four signatories should be provided for each account, with two signatories required on all checks.
4. The club treasury should be audited annually by a committee from the club, appointed by the President, or by someone not directly associated with the Treasurer. Annually, a financial statement itemizing receipts and

expenses and copy of the audit may be asked for by the County Extension Office.

5. Money should be deposited in a local bank. Withdrawal and/or payment of bills should be by approval of the club or executive committee.
6. If a 4-H Club divides or disbands the funds in the club treasury must go the County 4-H Leaders Council to be held in escrow for new clubs. If a club votes to divide, the treasury should be divided based upon membership with equal shares per member going to the respective new clubs treasury.

If a club is divided without mutual agreement and can not decide on division of the treasury, the problem should be referred to the County 4-H Leaders Council.

7. Four-H organizations have an obligation to file with the Internal Revenue Service and Annual Information Return, Form 990, when gross receipts in the tax year exceed \$25,000.00. The Internal Revenue Service has assigned a Federal Income Tax Group Exemption Number (GEN) for use with Form 990. This number is 2704.
8. Employee Identification Number (EIN) is required when a 4-H club opens an account at a bank. Clubs need to apply for their own number by completing an IRS FORM SS-4. These forms are available on the IRS web site. For additional information on tax-exempt status or filing tax forms please refer to the tax-exempt Status of 4-H Organizations Authorized to Use the 4-H Name and Emblem.

REORGANIZING LARGE 4-H CLUBS

When a club is concerned over its size there are many ways to reorganize into smaller units or clubs. Some common methods are:

- Geographical
- School area or district
- By project groups
- Age

RISK MANAGEMENT GUIDELINES FOR HOUSING PARTICIPANTS AND CHAPERONES IN OVERNIGHT 4-H ACTIVITIES

A number of 4-H activities designed for youth participation require overnight housing. The purpose of this guideline is to ensure that youth or adults are not placed in situations where they are vulnerable.

Resident Camps (see Camping Chapter for additional detail)

Resident camping is offered to youth who are generally in grades 4th-6th, and in some situations up to 8th grade. For camps serving youth in grades 4-8, the ratio of camp counselors to youth is recommended 1-8. For camps involving youth in grades 10-12, the ratio is recommended to be 1-10. It is recommended that at least 50% to 80% of the staff-camper ratio be met with staff 18 years of age or older. It is recommended that trained camp counselors be in grades 9-12 and that they should work with youth at least two years younger in age. In addition, the following practices should be adhered to:

1. camp counselors should be present when campers are in their cabins;
2. have at least two members of the staff present during times when youth are changing clothes (i.e.,: Bath House, Shower, etc.);
3. all children will be encouraged to change their own clothes as much as possible;
4. campers will not be alone with a counselor in his or her quarters.

For specific risk management issues refer to the Washington 4-H Resident Camp Standards.

Other Activities

For all other activities (out-of-state judging contests, Ambassador Weekend, Summer Week, etc.) designed for older youth (7th-12th grades) it is recommended there be a ratio of no less than 1 chaperone/10 youth. Some activities, based on risk and type of program, will require a smaller adult/youth ratio (i.e.,: 1:7). All chaperones for overnight activities will be chosen according to chaperone guidelines in the Washington Resource and Reference Manual and will be 21 years of age or older. In situations where there are both female and male participants, there will be at least one female and one male chaperone.

Youth and adults will not be housed in the same room except when a parent stays with their own child or children. Youth members will be housed only with others of the same gender. Adult housing will be in the proximity of the youth housing for supervision purposes.

GUIDELINES FOR 4-H RISK MANAGEMENT PLANS

Each county Extension office should have a risk management plan to provide employees, volunteers, and participants with a safe working environment. A separate plan should be developed for each activity where risk may be anticipated (i.e., 4-H camp, county fair, youth exchange programs, and weekend retreats). This includes most situations where groups of youth and/or adults are away from home.

Because of differences in various parts of the state, the uniqueness of each county, and the variety of 4-H programs and activities offered, it is impossible to provide a standard safety or risk management plan for every situation or activity. However, it's the responsibility of youth development professionals to do the best possible job of identifying and preventing unsafe practices and conditions in the programs and activities they work with.

Designing and Using a Risk Management Plan

A risk management plan consists of provisions for dealing with health, safety, legal, and liability issues related to a specific activity. It should include plans for dealing with emergencies, such as those related to natural hazards, natural disasters, the operation of facilities or equipment, individual or group behavior, and pre-existing medical conditions. Such preparations help reduce risks through preventive measures or provide the systems to handle emergencies which occur.

Such plans should be completed and/or agreed upon by an appropriate team of individuals. The team might be a sub-committee, task force or other sub-group of the County 4-H Leaders' Council, Camp Committee, Fair Committee, etc. The team should include WSU Extension faculty, 4-H volunteers, and other appropriate resource persons (i.e., health care professionals, public relations professionals, lawyers, or law enforcement authorities).

Once a plan has been made, agreed upon, and training provided, the plan is in effect. The plan should be reviewed and/or revised periodically. This is especially true at the beginning and ending of a specific activity or program, or any time the plan has been tested in actual emergency use. A plan should also be reviewed by new staff, board members, and committee members.

Once an initial plan is completed and agreed upon, it will be much easier to make new plans for other activities or do subsequent revisions.

Terms

Some of the terms used in risk management may seem confusing and technical. Some are specific to the legal insurance fields. It is important to have at least a basic understanding of these terms in order to communicate with persons in these fields to help devise management plans.

Risk Identification.

A risk is an uncertainty or probability concerning the loss of resources. Risk management plans are systems to identify, reduce, prevent, or control loss of resources associated with the agency or the operation of a site or program. To identify risks, one must identify the assets exposed to risk. What do you have to lose? Do you have tangible resources such as people, monies, and/or property, or intangibles such as markets, reputation, or communication? It's important to identify all assets, whether or not they are considered insurable.

Types of Risk

Areas of exposure to risks are usually in property risks, including both facilities and equipment; fidelity risks; physical and/or mental risks to adult or youth participants, paid or volunteer personnel; and contract or tort liabilities.

- ◆ **PROPERTY RISKS** refer to the exposure of buildings, equipment, and other property to loss through fire, theft, vandalism, negligence, floods, explosion, utility shutdown, etc.

- ◆ **FIDELITY RISKS** refer to exposures due to misuse, theft, destruction of money or improper performance or non-performance of accounting duties.

- ◆ **RISKS TO PARTICIPANTS AND PERSONNEL** include illness, injury, death, loss of personal property, security, abuse, harassment, etc.

Liability is primarily determined from common law and case precedence over many years. The kind of liability most likely to be encountered through 4-H is tort, or "wrongdoing against an individual." There are two kinds- intentional, in which a person wants to hurt someone; and unintentional, or negligent.

4-H RISK MANAGEMENT CHECKLIST

Event: _____ Date: _____

Coordinator: _____

Phone: _____

Educational Aspect of Event

Facilities

_____ Complete all necessary communication/costs/paper work with site manager

_____ Have arrangements for liability confirmed, i.e. rental or private property forms

_____ Conduct safety inspection of site, i.e. building, arenas, open areas, etc.

_____ Review emergency procedures and equipment used at the site

_____ Aware of other groups using site (if applicable)

Transportation

_____ Meet with all drivers to go over planned route

_____ Use clear maps and/or traffic patterns which are understood by all participants

_____ Check drivers' qualifications, age, and insurance

_____ Check the conditions and safety of all roads and vehicles

_____ Plan for meeting times and destinations in case group gets split up in traffic

_____ Other: _____

Emergency

_____ Have participants' health forms in a designated location, accessible by coordinator

_____ Have participants' insurance records in a designated location, accessible by coordinator

_____ Have emergency action plan in place with a back up system known by all leaders

_____ Share emergency action plan with all participants

_____ Carry necessary first aid, phones, or other medical treatment items, emergency road kit

_____ Identify and schedule EMT, nurse, doctor or CPR trained personnel (on site or on call)

_____ Other: _____

Activity or Event

- _____ Make sure coordinators, superintendents, and/or chaperons are familiar with their job descriptions (may require meeting prior to activity)
- _____ See that animals are taken care of properly
- _____ Make sure that participants know how to handle equipment properly and safely
- _____ Organize a tracking system to know who is present, check-out system, location, emergency number, etc.
- _____ Organize event to prevent injury, fatigue, or undue stress to participants (one adult for 1-10 youth per state guidelines)
- _____ Provide enough personnel to supervise activity properly
- _____ Take steps to insure safety of youth and adults from suspicion of child abuse, mishandling of funds, or mishandling of emergency situations
- _____ Provide those participating and parents/guardians with activity itinerary and emergency phone numbers, addresses, etc.
- _____ Other: _____

Educator Signature

Date

Committee/Activity Chair Signature

Date

Managing 4-H Events and Activities

Scheduling of programs, activities and events and sticking to the schedule is imperative for good time management. All county, district and state staff receive the Washington 4-H Calendar annually. Each county should develop their own annual 4-H Calendar. This should be made available to all county staff, all volunteers and 4-H Youth families.

A Meeting and Activity Planner

Meeting Location

- Is parking available?
- Is the parking lot well lit?
- Is the location easy to find or is a map provided?
- Is the building impaired-accessible?
- Is the building convenient for different ethnic, racial, economic and social groups?

The Meeting Room

- Is the room, clean, attractive, well-lit and well-ventilated?
- Are there enough chairs and tables?
- Is the room impaired-accessible?
- Is the room set up ahead of time?

Are a lectern, slide projector overhead projector and other teaching aids available?

- Are restrooms available and handicapped-accessible?
- Are coat racks available?
- Are the tables adequate for wheelchair access?
- Is a public-address system available?

The Date and Attendance

- Is the day definitely set?
- Is the committee notified and help requested?
- Has an announcement letter and agenda been sent?
- Has a news release been sent?
- Are other forms of publicity needed (radio, posters, television)?

The Program

- Will a printed program or agenda be needed?
- Have all the speakers or resource people been confirmed, in writing before the program?
- Are visual aids and equipment scheduled and ready?
- Are visuals large enough to be seen by visually impaired?
- Is the sound system set so treble is in balance for hearing- restricted people?
- Do registration forms clearly specify time, place, date and location?
- If there is a registration fee, have you made plans for change?
- Are arrangements made for someone to handle registration?

Speakers and Guests

- Do you have names and titles of all speakers?
- Do you have guest list?
- Are local dignitaries invited?
- Are arrangements made for a welcoming committee?
- Will name tags be used? Do you have them?

Meal Arrangements

- Is the menu selection confirmed in writing?
- Was the menu selected considering ethnic, racial, and religious practices of the clientele?
- Are alternative meals available for individuals?
- Is the eating time confirmed?
- Is the room set-up confirmed?
- Have you considered a non-religious-specific invocation?

After the Meeting

- Is a follow-up news release needed and written?

- Are all bills in and paid?
- Is all the equipment returned and in operating order?
- Was the meeting room left neat and orderly?
- Are thank you notes written to speakers, guests and others?

(Adapted from the Desk Top Check List and Meeting Planner, O.S.U. Extension Affirmative Action and Equal Opportunity Subcommittee.)

FAIRS AND YOUTH SHOWS

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WASHINGTON STATE UNIVERSITY EXTENSION’S ROLE IN FAIRS & SHOWS

Young people need to be engaged in positive activity that helps them develop a sense of responsibility and build self-esteem. The Fair is a successful learning laboratory to enhance youth development using a hands-on approach. Washington State University Extension is strongly committed to continued 4-H member participation in Fairs. The following model memorandum of understanding regarding Fairs was developed to facilitate the improvement of working relationships among the key organizations that make the Fairs possible.

The role of the Extension Educator with the fair is to:

1. Provide leadership to Fair Board for organization of the 4-H youth show.
2. Be responsible for the 4-H sections of the Fair Book including appropriate classes and activities which meet the objective of the 4-H program but are conducted at the fair.
3. Recommend judges and types of recognition such as ribbons, trophies and trips. Assist with preparing the Fair budget request, and guidance on financial management and accountability; however, this should not include custodial responsibilities for any funds generated in support of Fair activities.
4. Work with the Fair Board to communicate information to leaders, parents and 4-H Youth members.

5. Develop specifically for 4-H and assist through leadership and guidance with those 4-H educational events.
6. Assist as appropriate with other Fair activities as time and expertise permit.

Role of Fair Boards

1. Be responsible for the overall management for the fair.
2. Provide financial management of all activities related to Fair including collection, deposit, and payment of any funds as appropriate for:
 - a. Judges and other Fair employees
 - b. Ribbons, trophies, premiums and other awards
 - c. Junior Livestock Auctions and sales as appropriate.
 - d. Facilities and maintenance
 - e. Financial management of the Fair
3. Approve and support Junior Fair activities such as parades, Junior Fair Day, Queen/King Contest, livestock sales, etc.
4. Involve Washington State University Extension personnel in decisions that affect participation of 4-H youth and adults such as fair passes, premiums, exhibit housing, show schedules and facility usage.
5. Provide and maintain adequate facilities for Fair events.
6. Maintain control of scheduling, maintenance and improvement of fair facilities on a year-round basis even though 4-H members and adults may have been instrumental in constructing or improving those facilities.
7. Understand and appreciate the objectives of the different youth groups participating.

The Value of the Washington State 4-H Fair

The young people who participate in the Washington State 4-H Fair are more capable, more confident around people and they like themselves better as a result of their participation in State 4-H Fair. These are the results of a survey of 955 respondents (from 3088 participants) in the 1990 State 4-H Fair.

These young people learn project knowledge and skills, how to get along with people, how to make good decisions, how to communicate their ideas and how to plan their time according to the study.

Washington state 4-H Fair is a 17 day event held on the ground of the Western Washington Fair in Puyallup at the same time as Western Washington Fair (starting the first Friday after Labor Day). Exhibitors qualify at county fairs and other qualifying events. Their participation is usually for one to five days during the fair.

The purpose of the State 4-H Fair is to:

- ❖ provide 4-H members with an educational experience relating to projects, activities personal skills and accomplishments;

- ❖ provide recognition and inspiration to 4-H members and leaders for encouragement toward greater accomplishments;
- ❖ provide an opportunity and challenge to 4-H members to broaden their relationships with other 4-H members and with other 4-H programs;
- ❖ Provide a dynamic and comprehensive review of 4-H and its accomplishments to the people of the state of Washington.

The first set of questions in the survey asked "How important is State 4-H Fair to you?"

Only 6% indicated that this is "just another thing to do." Nearly half of the respondents said "It is an important event to me." And 45.2% said "It has a great influence on what I do in 4-H" or "State 4-H Fair has kept me in 4-H." It is apparent that exhibitors who qualify to participate are greatly influenced in their careers by this event and it is important to them.

The second set of questions asked "How has State 4-H Fair changed your life?" 11.5% of the respondents said that State 4-H Fair had little effect on their life. While 82% of the respondents indicated that as a result of State 4-H Fair "I have learned a great deal" or "I am a more capable person." And 6.4% said the fair has "changed the direction of my life." If we compare this with the first set of responses it is clear that State 4-H is an important learning event for these members.

The third set of questions in the survey asked "What have you learned as a result of State 4-H Fair?" The learning that occurs at State 4-H Fair is clearly dominated by "Project knowledge and skills" with 90.4% of the respondents saying they have learned "some" or "a lot" as a result of the State 4-H Fair.

Closely grouped in second place are four personal growth and development areas of learning- "How to get along with people" (86.5%), "How to make good decisions" (85.7%), "How to communicate my ideas" (82.8%) and "How to plan my time" (81.1%). "How to understand my feelings" (60.5%) is an area of learning that is hard for most people to grasp so it is significant that these members gave it this much value.

The fourth set of questions in the survey asked "How have you changed as a result of State 4-H Fair?" These questions are designed to learn what behavioral changes occurred as a result of what was learned.

Two responses led this group as 88.1% said "I feel (some or a lot) more capable" and 86.4% said "I am (some or a lot) more confident around people" as a result of State 4-H Fair.

Closely behind these two at 78.3% is the response "I like myself better."

Lesser responses were obtained for "I have a better sense of humor" (68.0%) and "I perform better in school" (60.6%). Trailing the group is "My family is closer together" (53.2%).

It is clear from these results that State 4-H Fair is an important event that has a great influence on what many young people do in 4-H. These young people learn project knowledge and skills, how to get along with people, how to make good decisions, how to communicate their ideas and how to plan their time. As a result these respondents perceive that they have changed their behavior in significant ways as a result of the State 4-H Fair. They feel more capable, more confident and they like themselves better.

Fairs serve as important educational laboratories that provide:

1. A vehicle for educational methods:
 - a. Teaching to enhance the learning experience of the individual and volunteer 4-H advisors of the local club.
 - b. Evaluation, both non-competitive and competitive.
 - c. Showcase for demonstrations and educational activities.
2. Recognition of 4-H members:
 - a. Exhibits, display, demonstrations.
 - b. Awards for participation and excellence.

The visibility of the 4-H program is an opportunity to show the public what 4-H is all about. It is also good public relations for Washington State University Extension.

4-H is one of several youth organizations involved or potentially involved in the Junior Fairs.

A strong tradition of leadership from Washington State University Extension for Fairs exists in many counties.

The Junior Fair is one of the major components of most county and independent fairs.

MEMORANDUM OF UNDERSTANDING
Effective August 1994
Between
AGRICULTURE EDUCATION
WASHINGTON FFA ASSOCIATION
and
WSU COOPERATIVE EXTENSION
4-H YOUTH DEVELOPMENT PROGRAM
concerning
4-H AND FFA PROGRAM OPERATION IN WASHINGTON STATE

Agriculture Education/FFA and the 4-H Youth Development Programs in Washington State exist to promote the maximum, personal development of participants. To achieve this and avoid program duplication, guiding principles must be understood and used by all professional leaders. We recommend that the following principles be used in carrying out the two programs in Washington State's 39 counties.

1. Agriculture Education teachers should encourage students to enroll and reenroll in the 4-H program.
2. County extension agents and adult volunteer leaders should encourage members to enroll in Agriculture Education classes available in local secondary schools and to become members of the Washington FFA Association.
3. A member may participate in all judging or bowl division activities in FFA and 4-H unless contests are held simultaneous. Then the member must choose one.
4. Members simultaneously enrolled in 4-H and FFA must have separate projects or animals for each program during the same calendar year. The program year is October 1 to September 30. For example a member may carry a dairy project for FFA and 4-H as long as he or she uses a different animal and project for each program. The goal of both organizations is youth education. Involvement in both programs should result in the enhancement of the educational experience.
5. Members cannot exhibit the same product or individual animal in both FFA and 4-H divisions during one program year. Project records that inventory project or enterprise must accompany each article or animal when it is entered at an exhibit or fair.

Statements 3, 4, and 5 will be used to govern policy for state 4-H and FFA members in the future. These policies should also be followed at district, county,

and community shows and fairs.

6. Publicity should reflect the total contributions of both organizations.
7. For the benefit of both 4-H and FFA, separate divisions should be provided in all fairs in the state to eliminate competition between the members of the two organizations. Champions representing the two organizations will not compete against each other. However, when a situation in a particular fair or show indicates that the creation of a youth division (without 4-H or FFA identification) is desirable, a single division may be organized with the agreement of the local agriculture teacher and FFA advisor, the county extension agents, show management, and state leaders in 4-H and FFA. Local fairs or shows may set up special rules and regulations to manage that event. However, these must be in accordance with this memorandum.
8. Other cooperative programs, such as summer training programs, can be jointly planned and administered by representatives of FFA and 4-H. When practical, youths from 4-H and FFA shall be encouraged to work together in their home communities. In these cases, FFA and 4-H should both receive proper recognition.
9. Cooperative Extension of Washington State University; the Office of Superintendent of Public Instruction, Special Services and Vocational Education; Agriculture Education; and Washington State FFA as the "approving agents" for youth shows and fairs (15.76.120 (4) RCW) will inform each other in advance of basic changes contemplated for the specific youth fairs and shows for which each has the contracted responsibility; each approving agency will co-sign contracts on youth shows where both FFA and 4-H are involved. Administration of funds for the Marysville Junior Livestock Show, Washington Junior Poultry Exposition, Northwest Junior Livestock Show, Toppenish Livestock Show, Washington Spring Fair, and Washington State FFA Exhibition will remain with the Washington Association of FFA. Washington State University will continue as administrator of funds for Spokane Junior Livestock Show, Eastern Washington Junior Horse Show, Washington State 4-H Fair, Washington Junior Lamb Carcass Show, and Enumclaw Junior Dairy Show.
10. The existing agreement concerning youth shows and fairs is terminated. The provisions of that agreement of April 1962 as amended in April 1970, 1973, 1976, and 1983 are either no longer applicable or are covered by Department of Agriculture regulations.

It is recommended that district or county meetings be held with agents and vocational agriculture and natural resources teachers periodically to discuss their roles and to determine local application. Frequent contacts between the agents

and teachers for mutual support and planning of leadership development programs are encouraged.

ANIMAL PROGRAMMATIC POLICIES AT 4-H DIVISIONS IN FAIRS AND SHOWS

Animal Management and Ownership

1. When participating in the Washington State 4-H Youth Development Program individuals must provide humane treatment and care to animals. Cruel or negligent treatment and handling will not be tolerated. The use of illegal drugs and/or the improper use of animal health products or foreign substances will not be tolerated in the Washington State 4-H Youth Development Program. Extension personnel, 4-H volunteers, families, youth, and fair/show officials have a legal and moral obligation not to misuse these products. We have the responsibility to tell others not to use these substances and report those who do use any illegal substance. The administration of any drug or medication which could affect an animal's disposition or performance, resulting in an unfair advantage, is unacceptable. Additionally, there are federal penalties for using illegal substances in animals that are going into the nation's food supply.
2. 4-H members in Washington State need not own their 4-H project animals. Members may lease a market animal if it is not to be sold at a junior livestock auction.
3. Two 4-H members may jointly care for and show one animal. These two 4-H members may not compete in the same class or lot at an event.
4. Animals must be under the 4-H member's regular care and management for the following periods of time prior to the official county exhibit activity, including junior livestock shows.

Equine—90 days

Market Beef—120 days

Breeding Beef—90 days

Llama—90 days

Dairy (except Dairy Heifer Replacement)—90 days

Dairy Heifer Replacement—60 days

Goat—60 days

Sheep and Swine (Breeding and Market)—60 days

Cats—60 days

Cavies—60 days

Dogs—60 days

Rabbits and Poultry—45 days

Animals raised by the 4-H member from birth or hatching are exempt from the minimum time periods.

5. Showing horned animals:
 - a. Market steers must be polled or dehorned; healed or re-growth must not extend more than two inches from the hairline. Horned breeding animals must have the horn tips covered as a safety precaution.
 - b. Goats and sheep entered in market and showmanship classes must be polled or dehorned. Horned animals in breeding classes must have the horn tips covered as a safety precaution.
 - c. No dairy animals with horns are permitted except in the Junior Heifer Calf class. The definition of horns includes “scurs,” “nubbing,” or “stubs” that extend more than one inch beyond the skin.
 - d. No horned dairy goat animals are allowed.
6. 4-H youth may exhibit unaltered male breeding animals of the following ages:
 - Beef Bulls—born in the current 4-H year (Oct. 1 to Sept. 30)
 - Rams—under 24 months
 - Swine Boars—under 6 months
 - Buck Goats—under 6 months
 - Yearling Equines—under 12 months
7. Bison and Bison-blooded Animals: The bison is not a domesticated animal and must be treated with caution and respect. Each animal has its own distinct personality, each animal is unpredictable, and only a professional wildlife trainer should attempt to train a bison. Therefore, bison and animals with bison blood are not to be used as project animals in Washington State 4-H.
8. Showmanship is a required educational activity for each species of animal shown in 4-H classes at community fairs, county fairs, State 4-H Fair qualifying events, youth shows, and the State 4-H Fair. Showmanship must be a part of each event.

Animal Health and the Use of Illegal Substances

Our Washington State Policy is based upon the National Show Ring Code of Ethics. I am requesting that you put our Washington 4H Policy into the 1997 edition and future editions of your premium books. This policy is not new. As far back as 1984, Washington State 4H has had an anti-drugging policy. This policy is a re-statement and clarification of these previous policies. It is to be interpreted as a very clear statement of the importance that 4-H as a youth development organization places on ethics education for young people. We cannot succeed in raising the animal and fail in raising the young person.

Policy

The use of illegal drugs and/or the improper use of animal health products or foreign substances will not be tolerated in the Washington State 4H Youth Development Program. Extension personnel, 4H volunteers, families, youth, and fair/show officials have a legal and moral obligation not to misuse these products. We have the responsibility to tell others not to use these substances, and to report those who do not use any illegal substance.

The administration of any drug or medication which could affect an animal's performance resulting in an unfair advantage or the disposition of the animal, is unacceptable. Additionally, there are federal penalties for using illegal substances in animals that are going into the nation's food supply.

It is the expectation that all Fairs and Shows in Washington State who wish to use the 4H name and emblem will fully adhere to this policy. Additionally, it is strongly encouraged that all fairs/shows within Washington State adopt, implement, and adhere to the National Show Ring Code of Ethics.

Appropriate Use of the 4-H Name and Emblem in Regards to Livestock Sales, Auctions and Similar Events

4-H Youth raising livestock and other farm animals to be sold at auctions, county and state fairs and other 4-H events has long been a vital part of the 4-H educational experience. The income received and the funds paid at these events are subject to Federal tax laws and Internal Revenue Service (IRS) regulations. Due to the complexity and varied applicability of IRS regulations, all 4-H members, organizations and contributors involved in these sales and events are strongly encouraged to seek guidance from their tax advisors regarding their specific accountability and situation.

In the vast majority of these sales events, fairs, etc., the 4-H Name and Emblem are used to identify the sponsoring organization, location or participating groups. States are responsible for insuring the proper use of the 4-H Name and Emblem in conjunction with these events. Groups using the 4-H Name and Emblem in these fairs for livestock sales or auctions etc. should be properly authorized, chartered or have completed a Memorandum of Understanding with the State 4-H office.

Additionally, the States need to insure that the entities using the 4-H Name and Emblem have completed the process to be included under the General Tax Exemption for 4-H or in some other status are recognized by the IRS as a 4-H organization and therefore tax exempt. This insures that contributors and donors involved in the livestock sales, auctions, etc. can have their contributions verified by the IRS as a charitable contribution if it is given to a 4-H identified group.

In situations where the 4-H member retains ownership of the animal and the proceeds from the sale pass through the 4-H organization sponsoring the livestock sale or auction and go directly to the 4-H member, the 4-H organization is only a conduit for the sale of the animal. When acting as a conduit for the sale, the sponsoring 4-H organization cannot view the sales proceeds as income to the

organization and should clarify for the purchaser that they have not made a charitable contribution to the organization, but have purchased the animal through the organization for the direct benefit of the 4-H member.

It must be noted that if these livestock sales, auctions or similar events are used as fund raising for 4-H, State and local Extension officials must insure that the funds are given and used in accordance with Title 7 of the Code of Federal Regulations section 8 guidelines pertaining to 4-H educational programs. In brief, these fund raising

activities must have the approval of the appropriate Cooperative Extension office, be given and used for priority educational purposes, accounted for efficiently and there must be a definite plan to account for funds raised prior to authorizing the use of the 4-H Name and Emblem for the livestock sale, auction, etc.

Livestock Sales and Prize Winnings Related to 4-H Programs Taxable Income

Frequently Asked Questions

The Internal Revenue Service Office of Governmental Liaison has provided the National 4-H Headquarters-USDA with a set of FAQ's regarding the taxability and 1099 filings required from the sales of livestock at county fairs. These are posted for your information. Additional information may be found at <http://www.irs.gov>.

Is income from the sales of livestock and premium payments taxable?

Internal Revenue Code section 61 specifically states that "Except as otherwise provided in this subtitle, gross income means all income from whatever source derived," This income is clearly taxable to the 4-H member. In most situations, the member would file a Schedule F to report the income. There is no basis for a position that only income in excess of \$600 is taxable. This seems to be a misunderstanding of the filing threshold for Forms 1099.

What are reporting requirements (Form 1099) for income received from the sale of the animal at the auction?

Treasury Regulation section 1.6045-1(c)(7) provides an "exception for certain sales of agricultural commodities and commodity certificates". It states, "No return of information is required under section 6045 for a spot or forward sale of an agricultural commodity". In the definitions at 1.6045-1(c) (7) (iv), livestock is defined as an agricultural commodity and a spot sale is defined as "a sale that results in the substantially contemporaneous delivery of a commodity." Thus, there would be no Form 1099 filing requirements for the sale of the animals at auction.

Is Form 1099 required for premium payments?

The entity paying the premium does not receive the animal in return for the premium payment. The person who won the bid at the auction gets the animal; the payor of the premium gets only the good feeling or advertising value of the

premium payment. The premium payments are paid as a prize or award. Therefore, since this is not a spot sale and no exception has been identified for this type of income there would be a Form 1099 filing requirement for the payor of the premium.

Source: IRS (4-2007)

NATIONAL SHOW RING CODE OF ETHICS

This code of ethics applies to anyone exhibiting animals at livestock shows in the United States. It includes Juniors as well as open class exhibitors who compete in structured classes of competition. All classes of livestock offered at the livestock event are included: Cattle (Beef and Dairy), Goats (Angora, Boer, Dairy, Meat, Cashmere), Equine (Donkey, Horses, Mules) Llamas and other specialty animals, Poultry, Rabbits, Sheep, Swine and any other livestock classes offered. This "National Show Ring Code of Ethics" will be enhanced with additional rules and regulations which individual fairs and livestock shows impose on the local, county, state regional and national levels.

The following practices or procedures are unacceptable and are defined as being deceptive, fraudulent, unethical and inhumane in the care, fitting, preparation and showing of all classes of livestock. The use of any illegal drugs is prohibited. Legal or illegal substances used to phenotypically alter the appearance of an animal entered in livestock events is prohibited. (See rule #4). Use of illegal drugs is considered a pre-meditated act! Furthermore, any information obtained in the practice of illegal alteration of an animal will be turned over to the proper authorities for criminal prosecution. THIS IS A ONE STRIKE YOU ARE OUT POLICY! Exhibitor will forfeit any premium, awards, or auction proceeds and will be prohibited from further competition at shows in the United States as well as being subject to criminal prosecution if proven guilty.

The following is a listing of guidelines all exhibitors must follow to enter livestock at organized competitive events.

1. All exhibitors must have viable proof (Junior division) of ownership available to prove length of time animals have been owned. Market animals (Beef, Sheep, Swine, Goats) must be owned and under exhibitors daily care according to established rules and regulations for the fair or livestock exposition. This also includes all small market animals (rabbit and poultry). The official ownership date is the date shown on the bill of sale, unless the animal was bred by the exhibitor, in which salving or births records must be shown. (Local rules may determine ownership requirements for non-market animals). Registered breeding livestock must show the exhibitor as the sole owner of the animal on the breed association paper or certificates.

2. No exhibitor may show an animal which has been previously sold at an auction or sale as a market animal through another fair, livestock show, whether or not there is an actual change of ownership (progressive level shows excluded). Any method used to misrepresent the age of an animal for a class in which it is shown is deceptive and considered illegal. Showing an animal for another individual by claiming ownership in order to show in a specific livestock class or event is prohibited. False ownership is illegal.
3. Junior exhibitors are expected to care for and groom their animals while at the fair or livestock show. (Individual consideration will be given in extenuating circumstances). Adults will not be allowed to physically assist in the preparation of the animal while at the show. Verbal instruction will be allowed, but no physical assistance is permitted. Physical assistance may be rendered by other junior aged members in good standing in the 4-H and FFA programs. Any violations of this rule will result in immediate disqualification from the show.
4. Treating an animal internally or externally, with any irritant, counter-irritant, or other substance used to artificially change the conformation or appearance of an animal for show is considered unethical, inhumane and is prohibited. This includes, but is not limited to, the use of graphite powders, hemp, artificial hair coloring, common products such as fly spray, ointment or liniment used to the point that it is irritating (unless required to reduce edema at time of calving) or similar type products. The use of dyes, spray paint or other artificial coloring which result in altering an animal's true and natural appearance and/or color is prohibited. Adding false hair or hair-like material, fleece or skin at any point, spot, or area of the animal's body is illegal and will result in immediate disqualification. Any liquid or substance not considered, part of an accepted and normal diet for livestock is deemed illegal and inhumane. For example: the use of alcoholic or carbonated beverages as a drench or filler, etc.
5. The use of tranquilizers, sedatives, or depressants which alter the physical or physiological state of the animal is illegal. Exceptions to this rule would be a licensed, certified veterinarian's treatment for a recognized disease or injury, or recommendation for tranquilizing breeding animals in heat that might compromise the safety of others. The drugs must be approved by The Food and Drug Administration for use in meat producing animals. All exhibitors shall advise show management of any drugs and/or medication administered to an animal that might be detected at the time of showing or at meat inspection. The name of the drug, it's purpose, the person who administered the drug, time and date of administration shall be presented to show management prior to the showing and sale of the animal. Failure to report this information to the show management will result in severe penalty and/or disqualification. Any use of drugs or substances not approved by the Food and Drug Administration is strictly prohibited. All animals entered into livestock competition shall be subject to testing for foreign substances that

exceed acceptable levels established by the FDA, FSIS, USDA, or EPA. During the livestock events, in the case of animals requiring treatment, all medications shall be administered by a licensed veterinarian and the livestock show officials shall be notified.

6. Surgery, injection or insertion of foreign material under the skin and/or into the flesh of an animal to change the natural contour, conformation or appearance of an animal's body is illegal. This includes vegetable oil, silicon or any other substance used to alter the shape of the animal. Acceptance practices of physical preparation which are allowed included, clipping of hair, trimming of hooves, dehorning or removal of ancillary teats.
7. The balancing of the udder by abnormal means that includes the use of a mechanical contrivance or the injection of fluid or drugs, setting the teats and/or occluding (sealing the ends) with a mechanical contrivance or with the use of a chemical preparation is illegal. Treating or massaging the udder or its attachments with an irritant or counter-irritant is prohibited.
8. The use of inhumane fitting, showing and/or handling practices or devices shall not be tolerated. For example: breaking of tails, striking of the animal to cause swelling or for bracing purposes, use of an electrical contrivance, or use of overly severe bits is not acceptable.
9. Direct criticism or interference with the judge, show management, other exhibitors, breed representatives or show officials before, during, or after the competitive event is prohibited.
10. At the time an animal is sold at auction at the livestock show, the exhibitor shall be held directly responsible for animals that are rejected at the processing center due to the presence of foreign residues. The seller may be liable to the buyer for an amount equal to three times the purchased price and may also be liable for attorney's fees and civil penalties. Show Management may share acceptable intelligence and evidence information with FDA and USDA. If for any reason, any part of the meat animal carcass must be removed by the FDA or USDA inspectors, the market price will be discounted.
11. Show management reserved the right to require animal health certificates. Health inspections and diagnostic tests may be made before or after animals are on the livestock show premises for exhibitor and animal safety, or to inaugurate disease control procedures which may become necessary in emergencies as determined by animal health officials.

Any violation of "The National Show Ring Code of Ethics" or specific rules as designated by individual fairs and livestock shows will result in forfeiture of premiums and awards, disqualification, and may result in probationary status and/or loss of eligibility for future participation in organized livestock competition.

Possible civil penalties may be imposed by the proper authorities based on evidence provided by the livestock show or exhibitors in violation of the Federal Food, Drug and Cosmetic act/or the animal mistreatment, neglect, and abandonment laws that apply on the local, state, and national levels.

The decision of the livestock show management will be final.

Other cooperating shows, (The International Association of Fairs and Expositions, The American Livestock Show and Rodeo Managers Association, and Western Fairs Association) will be notified of the action taken by the show management, which may affect the eligibility of the individual, group, or sponsoring organization for participation at other shows who are also members of these organizations.

By making entry in a livestock show or event you are verifying you have read "The National Show Ring Code of Ethics" and understand the consequences of the penalties involved for illegal, unethical, inhumane, and unfair practices of competition. You also verify that you and your family may be prohibited from future participation in organized fairs and livestock shows in the United States, and could face possible criminal prosecution and/or civil penalties if implicated in any of the aforementioned acts.

THE DANISH OR GROUP METHOD OF JUDGING IN THE 4-H YOUTH DEVELOPMENT PROGRAM

The group method of judging has been developed to evaluate exhibits and meet the needs of the 4-H Youth Development Program. It is used almost exclusively in the program in Washington State and it is the accepted method in use throughout the 4-H Youth Program in the United States. The group method of judging is sometimes referred to as the "Danish System," or "Modified Danish System" of judging.

What Is the Group Method?

The Group Method is a method of evaluating entries or exhibits in a particular class or contest according to the standards developed for that class or contest. The entries, exhibits, or contestants are evaluated and arranged into groups for recognition of their achievement based upon how close the exhibit meets the pre-established standards.

How Do You Use the Group Method?

After evaluation of each item in the class, the entire class may be subdivided into four groups according to their own merit. All exhibits in this approach are judged in comparison with a standard as opposed to comparison with other exhibits in a class. The standard for each exhibit is established by the characteristics of the "ideal" product in each category. If the performance of 4-H members is being

evaluated, due consideration of their age and/or development and experience must be taken into account.

The three groupings are:

Excellent or Blue: A blue is given to those entries or members who most nearly meet the standards established for the particular class or level of performance. Excellent does not indicate perfection, but is a wide grouping indicating a high degree of achievement toward the elements in the standards for the exhibit.

Good or Red: The second or red grouping indicates those exhibits or individuals who rank good in relation to the particular standards or expected achievement of the class or contest. Either the general level of the accomplishment is less than excellent or enough specific shortcomings are found to cause the placing to drop from excellent to good.

Fair or White: The white grouping contains those exhibits or contestants who upon evaluation are found lacking and rate only average, acceptable, or satisfactory rating for the standards established.

No Award or No Ribbon: maybe given if exhibits or individuals who for one reason or another fail to produce that level of achievement which can be reasonably expected in relation to the specific class or performance in which they are entered.

The difference between the Danish and Modified Danish system is the degrees of specificity in the number of exhibits distributed between the Blue, Red, White, and no award groups. In the Danish System exhibits are generally assigned an award based on a numerical score for blue, red, and white ribbons. Some projects have history of assigning different scores from the general rule. The scoring most often would be a blue ribbon score of 90-100; red ribbon would be 80-89; white ribbon would be 70-79; and no award or a participation ribbon for a score of 69 or below. When the Modified Danish System is employed individual entries or contestants within each group are further ranked in relation to their relative standing within each group giving strict adherence to a standard of characteristics for a blue, red, or white ribbon that is used by the judge.

Why Is the Group Method Used in the 4-H Program?

It provides recognition for the maximum number of 4-H members. We realize that recognition is a basic need of all young people (and adults, too) and that public recognition for achievement helps fulfill this basic need.

The Group Method or Danish System of evaluation recognizes the existence and allows for the relatively minor differences between two or more entries or performances of any two individuals or groups of individuals. The method

promotes the educational objectives of 4-H and furthers the motto “Make the Best Better” by providing incentive for the maximum number of youth.

The group method attempts to distribute awards (ribbons, premiums, and public recognition) among the majority of those participating.

When the Group Method of Judging Is used, the following should be considered:

1. The exhibit should be judged against outlined 4-H project standards and applied equally to all participants, not against other items.
2. The exhibitor should not be judged, except in Fitting and Showing, horse classes as Equitation Class, Fashion Revue, demonstrations, public presentations, etc.
3. The judge should not determine what members should make, grow, etc., or enter in the fair. This is a program decision!
4. The judge should not assume that a member has experience because of age; or if a person makes an error, they are inexperienced.
5. When selecting champions, the exhibit must be of blue ribbon quality and be the first and second best blue ribbon exhibits in the class.

References

Guidelines for Developing a Recognition Program in 4-H Club Work. No. 2565-4-624, Extension Service, USDA, Washington, D.C.

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Pope, E. 1965. What 4-Hers Learn From Failure.” National News, March 1965,pp.22-23.

FAIR MANAGEMENT

Fair and Show Checklist

Tasks to be Done			
What	Who	When	How
<i>Example: Order Trophies</i>	<i>Fair Committee</i>	by 5/1	
Order Trophies			
Order Ribbons			
Secure Donors			
Select Judges			
Prepare Fair Book			
Confirm and Orient Judges			
Obtain and Process Entries			
Set Up Record Books			
Pre-Fair Publicity			
Work with newspaper			
Work with radio and television			
Get exhibit rules to members and advisors			
Inform Participants of Special Judging Schedules			
Keep Office Secretary informed on things to be done			
Set up exhibit areas and assign exhibit space:			
Hogs			
Beef cattle			
Dairy			
Sheep			
Horses			
Small Animals			
Dogs			
Goats			
Rabbits			
Poultry			
Engineering			
Crops and Gardens			
Conservation			
Clothing			
Style Review			

<p> Nutrition Home Furnishings Creative Arts Family Life Health Projects Special Interest Projects Communication Demonstrations King and Queen Contests Others: Livestock sale management Contact livestock buyers Sale publicity before and after Pay premiums Set up and staff the junior fair office Arrange for and distribute passes Pay judges and other expenses Identify exhibits and exhibitors Order and distribute exhibitor numbers Pre-fair orientation of fair helpers Thank those who helped </p>			
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Basic Information Check List

For the new 4-H professional - getting to know your fair

When is the county fair?

Fair Boards

Do you have one?

When does it meet?

What youth groups are involved?

Who are the members?

How are members selected?

What are the board's functions?

Who is responsible for seeing that the board functions effectively?

Who are the key members I need to work with?

What is the relationship between the board and Washington State University 4-H?

What can I do to improve the relationship?

Am I invited to attend meetings?

What is the 4-H agent's role with the board?

What does the fair board expect of me? What can I expect of them?

Is there a written memorandum of understanding?

What board policies affect the Fair and 4-H exhibits?

Exhibit Rules

Are they written?

Do I have copies handy?

Are people aware of the Exhibit Rules?

How are they informed?

Who is informed of the rules?

Who makes the rules?

Who enforces them?

What are the penalties for violation?

Schedule of Events

Is it written?

Do I have a copy handy?

Who determines what events are scheduled?

Are people aware of the schedule?

How are they informed?

Who is informed?

Improving and Evaluating the Fair

Planning for next year's fair begins at this year's fair. By being mobile, visible, and a listener you can pick up many suggestions for improving next year's event. A small note pad carried with you or a sheet posted in the Junior Fair Office could be used to jot down suggestions and ideas.

Several sources of information are available to help evaluate the fair and the activities that took place. These include the, Fair Board, Washington State University Extension personnel, members, parents, 4-H council, 4-H standing committees, and newspaper, TV, and radio people. You can probably think of more.

Things to look for in evaluation may include timeliness of events, confusion because of inadequate information, poor communication due to sound systems, quality of judges, timeliness of supplies, record standing of rules and many more

Evaluation Checklist

What issue needs my attention for improving this year's fair?

Problem	Possible Solutions	Who Can Help

Planning and Conducting Livestock Fairs and Shows

1. Fair Livestock shows should support management and production practices that are sound for the industry. (Desirable weight and age, daily rate of gain, animal well being, etc.).
2. Unsound economic practices should be discouraged; purchasing feeder calves specific for show with unrealistic prices; holding or shrinking of project animals, feeding costly uneconomic rations, unrealistic selling prices, etc.
3. Spectators should be able to easily identify that the show is a Junior Fair activity with 4-H participating. Stall cards, picture backdrop, show arena and barn decorations should have 4-H front and center. Junior Fair barns should be neat and clean. Contests to encourage clean barns are appropriate.
4. Participation in livestock shows and sales should be optional on the part of the 4-H member. You can be a successful 4-H member and complete your project without showing.
5. Safety of exhibitors and spectators is most important. Be alert for safety factors; large animals and small exhibitors, animals in heat, adequate and safe stall space, availability of emergency first aid, etc.
6. If possible have a Junior Show (4-H and FFA). If this is done, both groups must be involved in developing plans, rules, and regulations.
7. Showmanship classes by age of exhibitor should be an important part of Fair Livestock Shows. They support 4-H objectives.

8. Fair time is a busy time and schedules are tight, but a special effort should be made for county staff in all shows. You need to be visible. Appropriate dress is most important in conveying a proper image.
9. A show announcer that is knowledgeable about livestock and 4-H is a must. While the judge is making the decision there is a real opportunity to tell the 4-H story to the listening audience. Also people that are showing (including winners) like to hear their name and club. A good announcer alerts exhibitors of upcoming classes and provides a rough time schedule. The announcer also gives the judge a proper introduction at the beginning of the show and reminds the audience periodically of who is judging the class.
10. A bulletin board for each department is a must. Post the judging schedules, messages, notices, results, etc.
11. Classes, rules, and procedures need to be evaluated annually. These must appear in print in the Fair Book. If it does not appear in print in the Fair Book do not plan on enforcing the rule or regulation. If there is a change after the book is printed, you should delay the action one year in order for it to appear in print. Advisors and parents must be informed of classes, rules, and procedures.
12. There should be a written statement in the Fair Book on how grievances and disagreements will be handled. For suggestion see Protests and Appeals, State Fair Junior Division Book. Because of potential legal challenges, representation from the Fair Board should be involved.
13. Encouraging potential buyers to participate in Junior Fair Livestock Sales is O.K. providing it is done in a professional and ethical manner with no threats or pressure of withdrawal of business.
14. Ribbons, trophies, and awards should be ordered early enough to assure delivery for presentation during the show. All awards should be presented at the time of the show. Awards given late lose their meaning. In addition to winners, every member participating in the class should be recognized (participating ribbons, medallions, etc.). Check awards two-to-three days prior to the show to make sure they are available and in order. Donors and sponsors should be recognized at the time of the presentation. Awards should be appropriate and of good lasting quality.
15. Fair premiums and ribbons should be paid and presented on fair judging only.
16. Recommendations for judges should come from an interested or advisory group (representation from the species involved, 4-H, FFA and Fair Board). These recommendations (name, address, phone number, and priority listing) should be given to the Fair Board and the Fair Board should contact and hire

the judge. Your chance of getting the judge you want is much better if the contact is made early. If contacted early, a follow-up two weeks prior to the show is important. A list of judges as suggested by counties is available for some species. Contact the State 4-H Staff if you need names; this is not a recommended, approved, or certified list of judges.

Contacting and Working with Judges

Depending on the circumstances in your county, you may be called upon to judges for your fair and other events requiring judges. For livestock, horse and the dog project a list of judges is available on the 4-H project web site. The following are thumb rules for contacting and hiring judges.

Contact judges well in advance of the contest- 4-6 months. There are few, if any, full time judges. They all have other jobs with full schedules.

When making a contact be sure to give date, time and place of event. Also indicate the size of job to be done, the teaching objectives, and the time to allot. If the contact is made by phone, follow-up with a letter to confirm conversation and ask for a written reply for the file. This is the best time to discuss finances. Any special requirements or unusual concerns should be mentioned before getting a requirement.

Write the judges again one to two weeks before the event and send a copy of rules of the show, any special awards which need to be considered, and a reminder of date, time, place (specific meeting spot at the fair grounds) and an admission ticket if needed. A map showing the location of the fairgrounds is helpful to a judge who is not familiar with your area.

The judge will probably arrive early. Assign someone to meet the judge and show the judge to the building or room where the activity will take place.

The person in charge should make sure the judging area is set up ready to go at least one-half hour before the scheduled starting time. All supplies needed - judge's book, ribbons, special awards - should be available and ready to use. If several people are helping, they should be instructed on the show procedure and their responsibilities.

Introduce the judge to those assisting. Explain the show procedure, number of placing needed, special awards, etc.

Start on time! Explain to audience the how's and why's of judging.

Introduce the judge publicly.

Call classes and indicate to judge when all exhibitors are present.

Line the top placing animals so they can be moved out easily when the judge is ready to make comments. Immediately following the judge's comments is a good time to publicly recognize the high placing exhibitors.

If the show takes a break for a meal, see that someone is host for the judge. Pop or lemonade is a welcome sight during a break between classes.

Let the judge grade and/or place the exhibits. Don't ask the judge to interpret rules made by the fair board or some other committee.

When the judging is completed, have the judge sign any official books or records, complete financial obligations, thank him or her for his or her assistance.

You are on review when you work with judges. Make a good impression!

Staff and Human Relations Practices

At the County Fair

1. Be visible.
2. Be knowledgeable.
3. Never lose your cool.
4. Listen.
5. Have time for people.
6. Don't be afraid to get your hands dirty.
7. Provide advice.
8. Let people do their jobs.
9. Be friendly.
10. Tackle problems and solve them.
11. Be fair- people are individuals.
12. Plan on long hours- County Fairs don't operate 8-5.
13. Carry a fair book.
14. Avoid being forced into immediate decisions without complete information.

Fairs can be fun- if you are ready.

Preparation for the Washington State Fair

1. Read the State Fair Premium Book available at <http://4h.wsu.edu/statefair/index.htm>
2. Become familiar with entry deadlines and procedures.
3. Become familiar with eligibility rules governing various activities.
4. Establish procedures in advance for selecting participants in activities.
5. Inform advisors and/or members and judges of procedures in advance.
6. Inform members of entry deadlines in areas where entries are open to 4-H members on a non-selected basis.
7. Provide information on procedures, schedule, judging score sheets, passes, heavy equipment letter, parking, etc., to members participating in activity classes as provided in the State Fair Premium Book.
8. Secure an adequate number of entry forms and Premium Books (if possible) for members entering non-activity areas.
9. Provide publicity for participants via newspaper and radio both before and after their participation.
10. Get entries in on time.
11. Count tickets and parking passes when they arrive (you should have one ticket per participant and one parking pass and one ticket per four participants-for drivers. If you need more tickets, or parking passes, contact the State Fair in writing and explain the needed increase.

Ideas for Making Junior Fairs More Educational

Demonstrations - The best promotion tool any youth program has is young people showing or telling what they have done or learned. Find donors to provide scholarships or other incentives for everyone giving demonstrations at the fair. Demonstrations teach the general public what youth are doing, teach the presenter speaking skills and motivate the presenter to learn their subject or skill really well.

Judging activities give participants an opportunity to apply what they have learned and improve decision-making skills. Try an activity where the members place four pictures, bicycle riders, articles of clothing, wood working projects,

extension cords, tools, menus, crops, vegetables, or elect the best buy on film, camera, bicycle, tool, clothing, food items, fertilizer. This event highlights decision-making skill, judgment, and consumerism. If you add oral reasons for placing you add a communications experience also.

Praise is a powerful tool. Train Fair Board and volunteer leaders to "catch people being good" and thank them. Many counties have Blue Ribbon Kid Award or Grand Champion Person Awards which consist of a button or ribbon the Junior Fair Board or some designated group have to award when people are "caught" being good.

Interview evaluation of fair projects (and skillathons) gives the judge a chance to probe and find out what the member really knows about the project or has learned. This may not fit the philosophy of a contest which is designed simply to produce the best product or market livestock; however, if the fair is interested in youth development, it makes sense to provide interview opportunities for all who wish to participate, including livestock members. To encourage participation, offer attractive recognition vs. making the interview required. A more important reason to offer interview evaluation is the development of important life skills, like decision-making and one-to-one communications. Most participants will interview many times in their adult life for jobs and/or promotions. This learn-by-doing experience helps them prepare for future interviews.

Still exhibits in the livestock barns and show arenas can teach the public a lot about the species, the enterprise, or the youth organizations participating. This is a great opportunity to let them know all about our products, programs and participants.

Stall or pen cards should include the name and club of the exhibitor and the species, breed, sex and weight of the animal.

Recreation such as Barn Olympics and Dances can teach good sportsmanship as well as healthy alternatives to more passive ways to be entertained.

Carcass shows are excellent ways to improve the educational value of market livestock programs, especially if you can include photos of the live animals with exhibits of the carcass, etc.

Showmanship activities give young people a chance to excel based on their knowledge and abilities. This can be used in all animal shows. Some counties require fitting the animal in the ring, provide animals for all participants, or include a knowledge test on identification of tools, retail/wholesale cuts or nutrition information.

Judge or evaluator selection is a good place to improve learning at the fair. Select judges or evaluators who have a reputation of giving feedback to

participants and explaining what they like to see. Make it clear that you hold the teaching responsibility of this job of equal or greater importance to the placing of animals, projects, or participants. Provide written feedback to participants whenever possible. Some fairs involve the Fair Board in selecting and contracting judges, which teaches organization and communications. Adequate training and orientation is needed to insure that judges and evaluators perform well.

Scheduling of judging and evaluation events is a key factor. There must be enough time for the judge to talk with each participant. Whether in interviews, performance, or project placing, the judge cannot give reasons and individual feedback without time. You may need more judges or more days, but the educational payoff will be worth it.

Show announcing can be a great learning experience for those doing the announcing. Improve this by providing training with the help of local professional announcers or speech teachers. Improve the learning of the general public by having Fair Board members research the aspects of the show to announce during down times. Perhaps the judge or junior fair committee could develop a written set of criteria being used and it could be explained periodically throughout the event.

Make signs and exhibits to explain the award system, criteria for judging, hours and/or money invested and other information on the enterprise, industry, economics, nutrition, skills, attitudes, breeds, etc. These can be posted during the show and in the barns throughout the fair to help the public learn what is involved in these programs. This is especially needed in the livestock area.

Workshops help participants get ready for the fair. Some counties ask judges to conduct a workshop several months before the fair as a part of their duties. This helps participants prepare for competition and learn how to plan for success.

Recognition is an important part of the fair. Young people need praise for their achievements and work. Parades can include all who wish to participate. Winner's Boards can list the names of persons who have participated or achieved a certain level of performance. They should be neat, well lighted, and located in a prominent place.

Meals are planned and served in some counties to raise money for buildings or programs thus teaching participants how to raise money to support a community need.

Alumni/Parent/Volunteer shows help teach adult supporters the current criteria for judging, especially if they include demonstrations or explanations by the official judge.

Clean Awards for barns, buildings, grounds, etc. help to teach participants the importance of housekeeping in developing an image for marketing. Another way to use this type of event is to go to the other organizations or your donors to recruit the judges. They will learn a lot about 4-H and possibly increase their support.

Friend of 4-H Awards can be presented at the Fair. By reading their accomplishments and the judging criteria, you reinforce the desired behaviors.

Skill Tests in bicycle riding or repair, woodworking, art, food preparation, animal grooming, electricity, small engine, welding, knot tying, can really show off skill of participants and motivate individuals for additional study.

Scripts for announcers at Style Reviews, King/Queen Contests and other events should include information that will help the audience learn more about the event, subject matter or enterprise.

Media Packets for radio, television and newspaper can be developed by the Fair Board and include the information that is important for the public to know. Have a different theme each day or each year, such as self confidence, decision-making, responsibility, achievement, or leadership.

Exhibits or public service announcements could be used to transmit a message on energy conservation, litter, waste management, recycling water quality, economic education, careers, programs, etc.

Trash barrel decorating contests help highlight the importance of the environment.

A 4-H Ambassadors or Teen Leaders can be scheduled to answer questions about 4-H participation in the Fair, or 4-H in general, at an information booth.

Beautification projects on the fairground teach citizenship and can teach gardening, repair, or painting skills.

Petting Zoos can be a great place to teach public relations skills, public speaking, animal science subject matter, and the economics of animal enterprises.

Bowl-type contests can be developed on the dairy bowl or horse bowl model to increase the learning in any of the areas of knowledge in your fair.

Tour other fairs or exhibits to get exciting new ideas to improve your fair.

Posters could be required for all exhibitors to include information on the hours spent, money spent, value added, money saved, knowledge gained, skills learned etc. related to their projects.

Have fitting and showing demonstrations between classes or during meal breaks or other down times.

Signs with messages about responsibility, teamwork, cooperation, sportsmanship, etc. can be made to improve peripheral communications.

Write a letter to each trophy winner with instructions on pictures, sale, thank you to donor, news article, radio interviews, etc. taped to each trophy- for each organization.

Develop more equity between the awards and rewards for all Junior Fair participants. By organizing volunteer or Junior Fair Board members to seek donors now, you increase the value of recognition in areas that have been under-recognized in the past.

Animal welfare information should be developed into posters exhibited in all animal barns to help the public understand the excellent care your animals are receiving.

Skill Contests or Exhibitions for projects that have been traditionally displayed at county fairs by still displays and posters could be greatly improved by setting up contests on demonstration opportunities which allow or require 4-H members to show what they have learned. Examples are: saddle horse grooming and cleaning, woodworking rodeo, photography event requiring loading the film and taking pictures which are developed immediately and displayed during the event.

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DEFINITIONS AND POLICIES

Washington 4-H is the youth development education program of the Washington State University Extension. 4-H is open to all youth without regard to race, color, religion, national origin, disability, economic status, or geographic location. Marriage or pregnancy does not disqualify youth from 4-H membership or participation.

Youth may participate through 4-H, project and community clubs, school enrichment programs, school-age child care programs; special interest groups; short term programs, including day camps; overnight camping programs; or family learning programs.

4-H MEMBERS

Youth who have completed enrollment in an organized, ongoing local 4-H unit and are aware of their involvement in 4-H are designed as 4-H members.

1. Be enrolled in grades K-12.

Youth are considered to be in the grade in which they are currently enrolled, or in the grade they have just completed. For example, a youth who has completed 4th grade is defined as a 4th grader until he or she starts 5th grade.

- a) Youth who **start school at a later than normal age or repeat a grade** will not be eligible for 4-H membership until they enroll in kindergarten or a higher grade. They may continue membership through the 12th grade.
- b) Persons who are **developmentally disabled** are enrolled in a non-graded category. They become eligible for membership when their age peers enter kindergarten and are allowed to remain in the program as long as it is beneficial to them.

- c) Youth in **non-graded or split grades** are eligible for appropriate membership when they are included in the grade/age equivalents for K-12 as defined by Washington statutes (described below).
- d) Youth in **home schools** are eligible for 4-H membership when they are included in the grade/age equivalents for Grades K-12 as defined by Washington statutes. These are:

- Age 5-6 Kindergarten
- Age 6-7 First Grade
- Age 7-8 Second Grade
- Age 8-9 Third Grade
- Age 9-10 Fourth Grade
- Age 10-11 Fifth Grade
- Age 11-12 Sixth Grade
- Age 12-13 Seventh Grade
- Age 13-14 Eight Grade
- Age 14-15 Ninth Grade
- Age 15-16 Tenth Grade
- Age 16-17 Eleventh Grade
- Age 17-18 Twelfth Grade

The statute requires that children be tested annually at the appropriate grade/age level. To determine the grade level of home-schooled children, ask the parents at what level their children were last tested.

- e) Youth who drop out of school may continue 4-H membership until their age peers (former classmates) graduate from high school.

GRADE DIVISIONS

4-H membership is further defined using four categories relating to the developmental stages of youth. These are:

Primary	Kindergarten, 1st, 2nd
Juniors	3rd, 4th, 5th
Intermediates	6th, 7th, 8th
Seniors	9th, 10th, 11th, 12th

INTER-COUNTY AND INTER-STATE 4-H MEMBERSHIP

Washington State University Extension administers the 4-H youth development education program whose mission is to develop youth to reach their fullest potential as capable, competent, caring, and contributing citizens. Each county in Washington conducts the 4-H youth development program to accomplish this goal. To affirm Washington Extension's position concerning cross country (and/or cross state line) 4-H membership and to establish guidelines in this area to fulfill the above mission, the following philosophy and process statements are provided:

1. The county (and state) of residence is the primary county (and state) for 4-H enrollment. Youth are expected to affiliate with the program in their county of residence. Bordering counties may determine local guidelines for cross county line enrollment.
2. 4-H membership in two counties in the same project simultaneously is not permitted.
3. Cross state line membership will be considered the same as for cross county participation.
4. It is recognized that limited situations may occur where membership in a county other than the county of residence might be positive. The 4-H professionals in both counties must be in agreement that the change should occur. This agreement should be based on their professional judgment in accord with the opening paragraph of this policy.
5. Consideration for membership in a county other than the county of residence should be given only in situations where a positive educational experience will result. Any change motivated by perceived competitive or sale advantage, any change due to controversial issues, or other similar motivations will not be seen as justified reasons for consideration for membership in a county other than the county of residence, and should be automatically rejected by the agents involved.
6. Any consideration for membership in a county other than the county of residence, within the limits of this policy and not addressed by the above statements should be brought to the attention of the county chair, and/or 4-H state staff by county 4-H professionals. This support team will then provide leadership for decisions in these special situations.

TRANSFER OF 4-H MEMBERSHIP

A youth who wishes to transfer membership in 4-H from one county to another or from another state must:

1. Initiate a request and discuss the situation with the Extension 4-H Educator in their current county of residence.
2. A transfer will be considered for the following reasons:
 - a) change in the child's families' permanent residence; from current county to a second county identified by the 4-H member. (It is noted that in the case of a family owning residence in two or more counties, the permanent residence county will be determined by the public school system in which the 4-H member would be enrolled.)
 - b) through a legal and/or court decision such as in parental custodial situations or adoption/guardian proceedings that requires a change in residence;
3. The 4-H Educator in the current place of residence will take the leadership to discuss the situation with the Educator in the county that the individual wishes to transfer to.
4. This policy refers to transfer of 4-H membership only. Any participation in activities, events, etc. would fall under the time-tables and deadlines as established in the county of transfer.
5. Consideration for a membership transfer should be given only in situations where positive, educational experience will result that would otherwise not be possible. Any transfer motivated by perceived competitive or sale advantage, any transfer due to controversial issues, or similar motivations will not be seen as justified reasons for transfer consideration and should be automatically rejected by the Extension Educator involved.

ADULT GROUP ENROLLMENT GUIDELINES

Who's Eligible?

- ◆ Adults 18 years and older who will be working with 4-H for a very short period of time.
- ◆ Persons who are not trained.
- ◆ Volunteers who will not have unsupervised contact with youth

What's the Criteria?

This information is designed for adults who will be participating in the 4-H Youth Development Program for a very short period of time. Examples of this are a teacher or bus driver that participates in the Challenge program with a group of students, an adult who chaperones a field trip, or classroom aid that helps with a school enrichment project. Of course, if the role of a person increases, they should be enrolled on the single enrollment form and screened accordingly.

Ask the following questions about a volunteer to determine if they can be group enrolled:

1. Is the person's involvement in a 4-H program incidental to their involvement with another group that is using a 4-H program or facility?
2. Will the volunteer have unsupervised contact with youth?
3. Will the volunteer be on an overnight activity with youth?
4. Will the volunteer receive 4-H training to perform the task?
5. Will the volunteer meet with 4-H youth on an ongoing basis?

If you answered yes to any of the above questions then the volunteer CANNOT be enrolled on the group form. Use the 4-H Enrollment Form (C1003) and 4-H screening procedures.

Volunteers enrolled using the Group enrollment form are not eligible for Labor and Industries Medical Aid program, are not covered for liability and do not need to be screened.

ANIMAL MANAGEMENT AND OWNERSHIP

1. The use of illegal drugs and/or the improper use of animal health products or foreign substances will not be tolerated in the Washington State 4-H Youth Development Program. Extension personnel, 4-H volunteers, families, youth and fair/show officials have a legal and moral obligation not to misuse these products. We have the responsibility to tell others not to use these substances, and to report those who do use any illegal substance.

The administration of any drug or medication which could affect an animal's performance resulting in an unfair advantage or the disposition of the animal, is unacceptable. Additionally, there are federal penalties for using illegal substances in animals that are going into the nation's food supply.

2. 4-H members in Washington State need not own their 4-H project animals. Members may lease a market animal if it is not to be sold at a junior livestock auction.

3. Two 4-H members may jointly care for and show one animal. These two 4-H members may not compete in the same class or lot at the same event.
4. Animals must be under the 4-H member's daily care and management for the following periods of time prior to the official county exhibit activity, including junior livestock shows:

Equine- 90 days
Market Beef- 120 days
Breeding Beef- 90 days
Llama- 90 days
Dairy (except Dairy Heifer Replacement)- 90 days
Dairy Heifer Replacement- 60 days
Dairy Goat- 60 days
Goats- 60 days
Sheep and Swine (Breeding and Market)- 60 days
Cats- 60 days
Dog-60 days
Rabbits, Cavies, and Poultry- 45 days

Animals raised by the 4-H member from birth or hatching are exempt from the minimum time periods.

5. Showing horned cattle:
 - a) Market steers must be polled or dehorned; healed or regrowth must not extend more than two inches from the hairline. Horned breeding animals must have the horn tips covered as a safety precaution.
 - b) Goats entered in market and showmanship classes must be polled or dehorned. Horned animals in breeding classes must have the horn tips covered as a safety precaution.
 - c) No dairy animals with horns are permitted except in the Junior Heifer Calf
 - d) class. The definition of horns includes "scurs," "nubbing," or "stubs" that extend more than one inch beyond the skin.
 - e) No horned dairy goat animals are allowed.
6. Showing unaltered male breeding animals: beef bulls may be exhibited if born in the current 4-H year (Oct. 1 to Sept. 30); rams less than 24 months; swine boars under 6 months; buck goats under 6 months; and yearling equines less than 12 months of age may be shown by 4-H youth.
7. Bison and Bison-blooded Animals: the bison is not a domesticated animal and must be treated with caution and respect. Each animal has its own distinct personality, each animal is unpredictable, and only a professional wildlife trainer should attempt to train a bison. Therefore, bison and animal with bison blood are not to be used as a project animal in Washington State 4-H.

MEMORANDUM OF UNDERSTANDING
Effective August 1994
Between
AGRICULTURE EDUCATION
WASHINGTON FFA ASSOCIATION
and
WSU COOPERATIVE EXTENSION
4-H YOUTH DEVELOPMENT PROGRAM
concerning
4-H AND FFA PROGRAM OPERATION IN WASHINGTON STATE

Agriculture Education/FFA and the 4-H Youth Development Programs in Washington State exist to promote the maximum, personal development of participants. To achieve this and avoid program duplication, guiding principles must be understood and used by all professional leaders. We recommend that the following principles be used in carrying out the two programs in Washington State's 39 counties.

1. Agriculture Education teachers should encourage students to enroll and reenroll in the 4-H program.
2. County extension agents and adult volunteer leaders should encourage members to enroll in Agriculture Education classes available in local secondary schools and to become members of the Washington FFA Association.
3. A member may participate in all judging or bowl division activities in FFA and 4-H unless contests are held simultaneous. Then the member must choose one.
4. Members simultaneously enrolled in 4-H and FFA must have separate projects or animals for each program during the same calendar year. The program year is October 1 to September 30. For example a member may carry a dairy project for FFA and 4-H as long as he or she uses a different animal and project for each program. The goal of both organizations is youth education. Involvement in both programs should result in the enhancement of the educational experience.
5. Members cannot exhibit the same product or individual animal in both FFA and 4-H divisions during one program year. Project records that inventory project or enterprise must accompany each article or animal when it is entered at an exhibit or fair.

Statements 3, 4, and 5 will be used to govern policy for state 4-H and FFA members in the future. These policies should also be followed at district, county, and community shows and fairs.

6. Publicity should reflect the total contributions of both organizations.
7. For the benefit of both 4-H and FFA, separate divisions should be provided in all fairs in the state to eliminate competition between the members of the two organizations. Champions representing the two organizations will not compete against each other. However, when a situation in a particular fair or show indicates that the creation of a youth division (without 4-H or FFA identification) is desirable, a single division may be organized with the agreement of the local agriculture teacher and FFA advisor, the county extension agents, show

management, and state leaders in 4-H and FFA. Local fairs or shows may set up special rules and regulations to manage that event. However, these must be in accordance with this memorandum.

8. Other cooperative programs, such as summer training programs, can be jointly planned and administered by representatives of FFA and 4-H. When practical, youths from 4-H and FFA shall be encouraged to work together in their home communities. In these cases, FFA and 4-H should both receive proper recognition.
9. Cooperative Extension of Washington State University; the Office of Superintendent of Public Instruction, Special Services and Vocational Education; Agriculture Education; and Washington State FFA as the "approving agents" for youth shows and fairs (15.76.120 (4) RCW) will inform each other in advance of basic changes contemplated for the specific youth fairs and shows for which each has the contracted responsibility; each approving agency will co-sign contracts on youth shows where both FFA and 4-H are involved. Administration of funds for the Marysville Junior Livestock Show, Washington Junior Poultry Exposition, Northwest Junior Livestock Show, Toppenish Livestock Show, Washington Spring Fair, and Washington State FFA Exhibition will remain with the Washington Association of FFA. Washington State University will continue as administrator of funds for Spokane Junior Livestock Show, Eastern Washington Junior Horse Show, Washington State 4-H Fair, Washington Junior Lamb Carcass Show, and Enumclaw Junior Dairy Show.
10. The existing agreement concerning youth shows and fairs is terminated. The provisions of that agreement of April 1962 as amended in April 1970, 1973, 1976, and 1983 are either no longer applicable or are covered by Department of Agriculture regulations.

It is recommended that district or county meetings be held with agents and vocational agriculture and natural resources teachers periodically to discuss their roles and to determine local application. Frequent contacts between the agents and teachers for mutual support and planning of leadership development programs are encouraged.