



**University of Maine Cooperative Extension
4-H Youth Development
Strategic Plan
2006**





Putting knowledge to work with the people of Maine

January 3, 2007

Office of the Dean & Director

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Dear Supporters of Youth Development,

The University of Maine Cooperative Extension (UMCE) Administrative Council endorses the actions undertaken by the 4-H PLT (Program Leadership Team) to create a vibrant strategic plan. The preparation time spent moving toward future excellence is a gift from staff and volunteers to achieve greater program impacts. We are proud of our state and our work. UMCE programmers are reflecting upon the ways in which their partners' insights and experiences can assist in better focusing efforts to be the best UMCE can be in "*Putting knowledge to work with the people of Maine.*"

For over 90 years, UMCE has provided research-based information to make a difference in lives across the state and beyond. Our youth development efforts are contemporary, relevant, and encourage sustainable systems of youth education and leadership. We aspire to be fully accessible and meet the needs of diverse learners. This work endorses a compelling mission and vision:

- **Mission:** To educate and empower Maine youth through hands-on and community-based experiences.
- **Vision:** Maine youth acquire the knowledge, life skills, leadership abilities and attitudes to help them succeed now and in the future through effective collaborations, hands-on experiential and self-directed learning.

There are four major programs that have been confirmed as priority opportunities to which staff, volunteers, and youth can work together to develop fully during the next five years. These program are: "Healthy Lifestyles," "Youth in Governance," "Science, Engineering and Technology," and "Earth Connections and Sustainable Living."

A new leadership structure was introduced and embraced to create a 4-H executive committee, or "Green Team." Participation in the new leadership structure includes leadership of our Tanglewood 4-H Camp and Learning Center, a move toward greater integration of the many quality youth development programs we have across Cooperative Extension.

In a world where base-budget cuts or stagnation prevail, as taxpayers demand greater return on their investments without greater costs, an expectation exists that all publicly funded work be prioritized for impact and relevance. New mechanisms to team and create sustainable budgets are required. The 4-H youth development staff is rising to this occasion. Their energy is directed toward attaining new diverse sources of funding, and maximizing program efficiency, and effectiveness. These actions are critical to achieve the expressed goals and are applauded for the sustainable system that will emerge.

Best Regards,

Lavon Bartel, PhD, RD
Dean and Director, UMCE



Putting knowledge to work with the people of Maine

January 3, 2007

Dear 4-H Community Member,

Throughout 2006, our 4-H Youth Development program took a look at itself and made some exciting changes. And we are still evolving. Inspired by a review in 2005 from our federal partner, the Cooperative State Research, Education and Extension Service (CSREES), a review that we voluntarily requested, we set out to strengthen our programs, improve our training for volunteers and staff and create a more effective, shared leadership structure. We were committed to creating and implementing a plan that builds on our history and strengths, has the capacity to continuously evolve to meet changing circumstances, and addresses the needs of Maine’s youth in today’s world.

To ensure that the 4-H Youth Development leadership (which includes all faculty, professional staff, and the 4-H Program Administrator) was fully prepared to engage their time and resources in the strategic planning process, and to build commitment to an implementation plan, a readiness session was conducted in January, 2006. At this Readiness Retreat, the outline of a new leadership structure was created and fully supported. Six major focus areas emerged from the data collected, and were divided into two categories: external issues (youth, volunteer, staff and community concerns), and internal issues (staff concerns):

External	Internal
<ul style="list-style-type: none"> • Create 4-H Youth Development mission, vision and guiding principles 	<ul style="list-style-type: none"> • Create new leadership structure
<ul style="list-style-type: none"> • Build the 4-H “community” and improve communication 	<ul style="list-style-type: none"> • Staffing <ul style="list-style-type: none"> ○ Hire new staff ○ Increase 4-H aide time
<ul style="list-style-type: none"> • Strengthen and focus youth programming 	<ul style="list-style-type: none"> • Leadership development for staff and volunteers – (build an “accountability culture”)

Staff also identified the supports and potential obstacles that could be encountered and managed in the planning process, and created a plan for engaging all stakeholders in the strategic planning process.

Strategic Planning Process

With a process in place for creating an inclusive strategic plan that reflected the wants and needs of youth, volunteers and community, the data collection stage was initiated. Arrangements were made for collecting data in all the counties--from staff, youth, volunteers, and collaborators, and from university colleagues. Focus groups, written surveys and individual interviews were used to collect ideas and recommendations. The questions asked were:

1. What skills do youth most need to succeed now and as adults?

2. What current 4-H programs provide these skills? How?
3. What future programs (not currently offered) should be offered to provide these skills?
4. What do we want 4-H Youth Development to look like in the next 5 years (consider programs, collaborations, funding, anything else)?

Responses were collected from 143 individuals:

- Volunteers: 74
- Youth: 40
- Community Collaborators: 6
- Staff: 23

In April, 2006 a strategic planning event brought together youth, volunteers, community collaborators and staff from a diversity of Cooperative Extension program areas and the University of Maine. For two days, we analyzed the data that had been collected from the 143 respondents around the state, and we worked together to develop a common vision, to build a wider sense of the 4-H community and to offer recommendations for going forward in Maine's 4-H Youth Development program over the next 5 years.

This work resulted in a clear compelling vision, mission and guiding principles, with input from all stakeholders. Also, four major program areas were confirmed in which staff, volunteers and youth would work together to develop fully over the next 5 years. These program areas reflect the three "mission mandates" of the national 4-H program, plus a fourth, "Earth Connections and Sustainable Living", which draws upon Maine's strong environmental education programs for youth.

Youth Program Areas:


1. Healthy Lifestyles
2. Youth in Governance
3. Science, Engineering and Technology
4. Earth Connections and Sustainable Living

The new leadership structure was also introduced and affirmed by colleagues and staff, with details to be added by the newly created 4-H executive committee, or "Green Team," and approved by the entire 4-H leadership body, known as the Program Leadership Team. This new leadership structure includes participation by the Executive Director of our Tanglewood 4-H Camp and Learning Center, a significant step toward greater integration of our youth programs in Cooperative Extension.

A summary of our strategic planning outcomes to date are:

1. A co-created statement of mission, vision and core principles
2. A broadening sense of the 4-H "community" and improved communication at all levels
3. Stronger and more focused youth programming
4. A new leadership structure to support programmatic goals
5. Increased staffing to support programmatic goals
6. New leadership development opportunities for volunteers and staff

I feel proud of the accomplishments to date of our entire 4-H community, and excited to share this document with our colleagues and supporters throughout Maine, with our National 4-H Headquarters and with the 2005 CSREES review team.



Shirley Hager
Program Administrator

**University of Maine Cooperative Extension
4-H Youth Development Strategic Plan
2006**

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I. Organization Profile and History

In 2004, leadership of Cooperative Extension's 4-H Youth Development (4-HYD) program was achieved through the Program Leadership Team, which consisted of all of the 4-H faculty and professionals (with the exception of Tanglewood 4-H Camp and Learning Center) throughout the state, the Program Administrator and the Executive Director of the Pine Tree State 4-H Foundation. The Program Leadership Team met in a day-long meeting every other month to make decisions on all policy and procedures affecting 4-H as well as to network with one another and share resources. Common concerns expressed by staff were that the meetings rarely provided time for the sharing of ideas and resources that would aid their professional development. Instead, most of the time was given to addressing policy concerns and amending procedures that related to the day to day operation of the organized 4-H club program. Additionally, staff felt that the 4-H program suffered from being short-staffed, both at the state and county levels, and that overall program leadership and direction for 4-H was not fully attended to due to the fact that the Program Administrator also had responsibilities in other program areas.

In the summer and fall of 2004, 4-H staff engaged in a series of dialogues where these issues were clarified. Monies had become available for new or replacement staffing, and staff engaged in a process to identify their priorities, so as to inform administration in staffing decisions. During that time as well, the opportunity arose to apply for a formal CSREES review of the program, and the staff agreed to request the review.

Preparation for the CSREES review was coordinated by faculty members, Jane Haskell and Jon Prichard, with support from the Program Administrator. The staff engaged in an extensive data gathering process that required information from all 4-H staff, the Financial Administrator and others. This process lasted from the summer of 2004 through the winter of 2005. In May, 2005, Maine was visited by the CSREES review team, headed by Cathann A. Kress, National 4-H Program Leader, and including Susan Halbert, Senior Vice-President of the National 4-H Council, Dorothy McCargo Freeman, State 4-H Program Leader and Assistant Director, Minnesota Cooperative Extension, Johnathan Despain, 4-H and Youth Development Coordinator, Wyoming Cooperative Extension, and Wendy Brock, 4-H Youth Development Program Leader, New Hampshire Cooperative Extension.

State and county staff and volunteers participated in the 3-day review, giving presentations and meeting with the review team. As a result, the following recommendations were made:

CSREES Review Recommendations

- Create a vision for Maine 4-H Youth Development
- Create a mission that connects 4-H to the greater UMCE, the University and the state
- Develop a sense of community and direction
- Develop a strategic plan with clear goals and actions

- Streamline the 4-H program around fewer priorities, consistent with mission and vision
- Develop a clear leadership structure
- Expand orientation and professional development programs for staff and volunteers, based in youth development principles

These recommendations were received in the fall of 2005. Staff and administration proposed to engage in a strategic planning process to address these recommendations and Cooperative Extension's Administrative Council approved funds to support the hiring of a consultant to support this effort.

The overall Strategic Planning process was led by a staff committee consisting of Educators Karen Hatch Gagne, Leslie Hyde and Jen Loble, Professional Christy Fitzpatrick, 4-H Foundation Director Fred Schlutt, and the Program Administrator, guided by the consultant Janet Eastman, of Eastman, Prince and Guare Consulting. As described in the Executive Summary, a Readiness Retreat for staff was held in January, 2006, followed by a 2-day strategic planning retreat that involved all 4-H staff, UMCE administrators, representative volunteers, youth and community collaborators. During this retreat, data was analyzed that had been gathered previously, statewide, from stakeholders. Six major focus areas emerged from both retreats that also reflected the recommendations of the CSREES review:

- Create a 4-H vision, mission and core principles that reflect the future of the organization
- Build the 4-H "community" and improve communication at every level
- Strengthen and focus youth programming
- Create a new leadership structure to support programmatic goals
- Increase staffing
- Strengthen leadership development for staff and volunteers, and build a "culture of accountability"

II. The Maine 4-H Youth Development Mission, Vision and Core Principles

Maine 4-H Youth Development Mission

To educate and empower Maine youth through hands-on and community-based experiences.

Maine 4-H Youth Development Vision

Maine youth acquire the knowledge, life skills, leadership abilities and attitudes to help them succeed now and in the future through effective collaborations, hands-on experiential education and self-directed learning.

Maine 4-H Youth Development Core Principles

Maine 4-H Youth Development programs are research-based and founded on the principles of positive youth development.

Our educational programs focus on:

- Science, engineering, and technology tied to agriculture, the environment and our communities
- Healthy lifestyles tied to informed decision-making and action for health and safety
- Citizenship tied to youth involvement with government and other institutions
- Sustainable lifestyles and communities tied to ecological literacy and responsible choices

Our youth can expect the opportunity to:

- Be valued and contributing members of their clubs and communities (belonging)
- Identify and meet goals for their own hands-on learning (mastery)
- Take meaningful learning and leadership roles (independence)
- Engage in community service (generosity)

Volunteers, youth leaders, families and staff can expect:

- Education, training, and support needed to make this vision a reality

2007 Update: In a 2007 survey of staff, it was reaffirmed that this mission, vision and core principles still reflect the values of our 4-H YD program and need no changes at this time.

III. Building Community and Improving Communication

Youth, volunteers and staff cited the need for improved communication in order to build the sense of a “4-H community”. In previous years, a state 4-H newsletter had existed that contained news and events of state, regional and national significance. As a result of feedback, state 4-H staff will be providing multi-county, state, regional and national news once a month in a single e-mail message to county staff for use in county-based newsletters. The first communication was in November, 2006. Additionally, a staff committee, with input from youth and volunteers, has been formed to re-design the state 4-H website. This website will contain state, regional and national news, and will do a better job of targeting information to the needs of different audiences: youth, volunteers, staff and others.

2007 Update: The state 4-H “core newsletter” has been sent out once a month since November, 2006 for inclusion in county newsletters. In a 2007 survey of staff on how the state 4-H office was meeting needs, 11 out of 13 staff agreed or strongly agreed that the core newsletter met their needs to relay information. All respondents said they were aware of and informed about deadlines related to state and national events, forms, etc. About half felt fully informed about events managed from the State 4-H office, and steps are being taken to respond to this concern, including improvements to the on-line calendar. The majority felt that information was timely and accurate, with a few concerns expressed about timeliness. Staff are taking steps to improve in this regard. The new 4-H website was launched in the fall of 2007, with positive comments and a process in place for continuous feedback, as well as a process for placing new material on the website. Also, in the survey of staff, there was general consensus that it was easy to find information from the Green Team and Program Leadership Team (PLT),

and that staff felt they receive information in a timely manner from the Green Team and PLT. There was generally only “somewhat agreement” that staff know what materials are available through the State 4-H office and how to get them. State staff will send out a list of what is available.

IV. Strengthening and Focusing Youth Programs

Four new Program Teams are designed to carry forward the 4-H Youth Development Program work across the state. Each Program Team has been recognized by the Administrative Council as a group to receive funding in support of their goals.

Program Team Description and Membership

These teams were formed in the summer of 2006, and the development of activities to meet their goals and objectives is ongoing. Membership is open to youth, volunteers and community collaborators as well as to staff throughout Cooperative Extension and the University. It is expected that the existence of these teams will support the creation of cross-disciplinary programming within Extension and the University as it relates to youth, as well as to strengthen statewide evaluation and reporting of impacts.

Program Team Responsibilities

All Program Teams are responsible for implementing the team plan of work and for selecting a representative to the Green Team. Terms of the Program Team Leaders are two years, and will be staggered initially to ensure continuity of leadership within the Green Team.

Program Team Action Plans

Following are the action plans of the four youth development program teams.

Youth-in-Governance—original action plan

Goals:

1. Expand statewide opportunities and resources for leadership to include:
 - a. Youth/adult partnerships
 - b. Youth-initiated and youth-led service learning
 - c. Civic engagement
 - d. Peer mentoring/training
2. Provide training and opportunities for career exploration and preparation that incorporates a global perspective.
3. Develop and strengthen University connections, county and state collaborations, and resource identification.
4. Provide training for adults and community organizations on integrating youth voices, and supporting direct youth involvement
 - a. Make schools/teachers aware of 4-H resources
 - b. Promote an appreciation for diversity
 - c. Explore possible Web-based resource information/chat room development

Year 1: Priority is to promote and expand the teaching of leadership and service learning

Actions:

1. Provide resources and training opportunities on leadership, youth and adult partnerships and character development to youth, volunteers and staff
2. Provide resources to all counties on youth and adult partnerships (research options, purchase and distribute)
3. Research and/or create a new model 4-H curriculum for officer's training(e.g., video)
4. Seek funding for youth leadership work
5. Expand public relations for 4-H leadership:
 - a. In 4-H fair information
 - b. In news releases and expanded public relations work
 - c. Increase 4-H leadership presence in schools

Years 2-3: Priority is to continue to promote and teach leadership, service learning and career education

Actions:

1. Promote career resources and education for 4-H (youth, volunteers and staff)
 - a. Curriculum
 - b. Resources
 - c. Program opportunities
2. Promote mentors/internships in 4-H (through University of Maine, state and local organizations)
3. Create a Teen Leadership Conference with 4-H Career & Leadership Day
4. Provide training for youth, volunteers and staff on:
 - a. Character education
 - b. Ethical behavior
 - c. Moving forward in spite of obstacles
 - d. Interpersonal skills & motivation
5. Expand public relations for 4-H leadership:
 - a. In 4-H fair information
 - b. In news releases and expanded public relations work
 - c. Increase 4-H leadership presence in schools

Years 3-5: Priority is youth engaged in community-based organizations (CBO's) and civic involvement

Actions:

1. Promote youth involvement with community-based organizations and with community collaborations
2. Promote community action with youth voice represented in the community (CBO's/town/school committees)
3. Expand public relations for 4-H leadership:
 - a. In 4-H fair information

- b. In news releases and expanded public relations work
- c. Increase 4-H leadership presence in schools

2007 Update: Youth in Governance Action Plan

Priorities for 2006-2007

Goal 1: Expand statewide opportunities and resources for leadership to include:

- Youth/adult partnership
- Youth initiated and youth led service learning
- Civic engagement
- Peer mentoring/training
- Adult training as partners and advisors with youth
- Youth in leadership
- Youth engaged in technology to support leadership initiatives

Year 1: Priority is to promote and expand the teaching of leadership and service learning

Actions:

- Provide resources and training opportunities on leadership, youth and adult partnerships, and character development to youth, volunteers and staff
- Provide resources to all counties on youth and adult partnerships (research & purchase/distribute)
- Research and/or create a new model 4-H curriculum for 4-H in the Classroom, Mentoring and parliamentary procedure (officer's training)
- Seek funding for youth leadership work
- Expand Public relations for 4-H Leadership
 - 4-H fair information
 - News releases and PR work
 - 4-H leadership presence in schools
 - Support team leadership work through funding and statewide participation

Promote the Use of Video Conferencing- This would be promoted to the Youth in Governance PLT, and Leadership Teams

Connecting to University/community specialists- Strengthening the relationships and ties to university and community specialists will be key.

Priorities for 2007-2008

Goal 2: Provide training and opportunities for leadership education, entrepreneurship skill building, career exploration and preparation that incorporates a global perspective. (Youth members of our team have a strategy to create a statewide approach to education for teens focused on this goal for 2008) The YIG PLT plan includes one

statewide teen conference and Youth and Adult Partnership training offered individually to counties.

Goal 3: Develop and strengthen University connections, county and state collaborations, and resource identification.

Years 2 & 3: Priority is to continue to promote and teach leadership, service learning and career education

Actions:

- Promote career resources and education for 4-H (youth, volunteers and staff)
 - Curriculum
 - Resources
 - Program opportunities
- Promote mentors/internships in 4-H (through UM, state and local organizations)
- Create a Teen Leadership Conference with 4-H Career & Leadership Day
- Provide training for youth, volunteers and staff on:
 - Character education
 - Entrepreneurship
 - Ethical behavior
 - Moving forward in spite of obstacles
 - Interpersonal skills & motivation
- Expand Public relations for 4-H Leadership
 - 4-H fair information
 - News releases and PR work

4-H leadership presence in schools

- Expand regional/county continuity to other statewide events such as Teen Conference, Maine Day on Campus (aka 4-H EDGE Conference)
- Work with other 4-H Program Leadership Teams to develop a “Career Day” EDGE 08 at the University

Continued Priorities for 2007 and 2008

Goal 4: Provide training for adults and community organizations on integrating youth voices, and supporting direct youth involvement

- Make schools/teachers aware of 4-H/resources
- Promote an appreciation for Diversity
- Explore possible web based resource information/chat room development

Years 2-5: Priority is youth engaged in community based organizations (CBO's) and civic involvement

- Promote youth involvement with community based organizations and with community collaborations
- Promote community action: youth voice in community representation (CBO's/town/school committees)
 - Expand Public relations for 4-H Leadership

- 4-H fair information
- News releases and PR work
- 4-H leadership presence in schools

Science, Engineering and Technology—original action plan

Goals:

1. Improve quality and accessibility of 4-H agriculture-based programs through the use of technology, collaboration with universities, and community resources.
2. Improve communication and access by integrating emerging technologies into all aspects of 4-HYD programs.
3. Expand career opportunities for youth by building skills in the areas of science, engineering and technology.

Year 1:

Actions:

1. Provide resource packets online and on paper (same information to all youth – specific to animal science i.e.: Eastern States Exposition, Hippology, etc.)
2. Promote and support video conferencing (for Animal Science Committee meetings, Leaders Associations, Teen Council, etc.)
3. Promote statewide continuity of programming at regional/county level through videoconferencing
 - Pilot: one Animal Science Committee
 - a. Discuss at Fall 2006 Animal Science Committee meeting
 - b. Identify pilot group for programming
 - c. Pilot “event” in Spring 2007
4. Connect to University/community specialists for new programming
5. Review/develop resources for media literacy & internet safety
6. Provide basic training on GIS/GPS
7. Offer CCS Curriculum training to volunteers (new technology sets were available in Fall 2006)
8. Develop job shadowing fact-sheet

Years 2-3:

Actions:

1. Develop online interactive project materials
2. Expand regional/county videoconference programming to other animal commodities and statewide events such as Public Speaking, Style Review, etc.
3. Tape clinics to share and put online/CDs/PODcast
4. Increase community partnerships
5. Post project records on message board (to show other youth how to complete a project record)

6. Provide 4-H youth the opportunity to visit the University/offer "Career Day" at the University
7. Promote grant writing skills
8. Increase multi-media skills for 4-H youth, volunteers and staff
9. Support 4-H groups teaching technology to the community
10. Create youth newsletter written by youth – understandable by youth and interesting
11. Create an online message board to interact with others
12. Support statewide "technology" field trips
13. Develop evaluation plan/tools

Years 3-5:

Actions:

1. Find funds to hire a designer for the Animal Science interactive website
2. Promote mathematics/science exploration (robotics, summer science camps, etc.)
3. Connect with local access television stations to promote 4-H activities and programs
4. Seek statewide/foundation support for 4-H members to further education (money/scholarships)

2007 Update: 4-H Science, Engineering and Technology Action Plan

Goal 1: Improve communication and access by integrating emerging technologies into all aspects of the 4HYD programs

Priorities for 2007-2008

- Promote the use of Adobe Connect (Breeze Meeting) technology as a way of offering on-line trainings and meetings to promote SET.

Action Steps:

- Solicit workshop suggestions from 4-H volunteers, staff and youth.
- Develop new workshops to be delivered using this technology.
- Recruit youth to be actively involved in helping to develop and teach workshops
- Offer 4-H CCS Curriculum training to volunteers and youth

Action Steps:

- Develop plan for new SET CCS curriculum training (ie Robotics, Geospatial, Acres of Ag)
- Recruit and involve youth in the trainings
- Develop Resource/Registration Packets –Available online and on paper (same information ie: Congress/Conf. requirements, Community Coalition Grants, etc) so that each youth has access to the same information at the same time

Action Steps:

- Incorporate into the new Maine 4-H website to help provide consistent information.
- Recruit people to gather appropriate resources.
- Develop a process for interactive on-line sign-ups for various state events.

- Explore new and emerging technologies
Action Steps:
 - Explore the possibilities of creating virtual on-line 4-H clubs (ie. Myspace, facebook, etc.)
 - Explore the possibilities of creating a Maine 4-H blog
 - Support youth in developing a state-wide Maine Youth Technology Leadership Team
- Expand the Use of Video Conferencing- This would be promoted to any groups with regional or state-wide membership ie Leader Associations, 4-H clubs, Teen Leadership groups etc.
Action Steps:
 - Continue to promote and expand the use of video and phone conferencing.
 - Develop youth and volunteer friendly fact sheets about video and phone conferencing.
 - Conduct trainings and demonstrations for youth and volunteers as to how to use these technologies.

Goal 2: Improve quality and accessibility of 4-H ag-based programs through the use of technology, collaboration with universities and community resources.

Priorities for 2007-2008

- Develop Resource Packets – They would be available online and on paper (same information to all youth-specific to animal science ie: ESE, Hippology, etc)
Action Steps:
 - Incorporate into the new Maine 4-H website to help provide consistent information.
 - Recruit people to gather appropriate resources to support animal science projects.
 - Develop a process for interactive on-line sign-ups for animal science regional and state educational and competitive events, ie hippology study sessions, horse quiz bowl and judging team tryouts.
- Expand the Use of Video Conferencing for Animal Science Committees to facilitate more frequent meetings among committee members
Action Steps:
 - Work with Animal Science committee staff advisors and Activity Coordinators to encourage wider use of video conferencing for their groups
 - Continue to promote and expand the use of video and phone conferencing.
 - Develop youth and volunteer friendly fact sheets about video and phone conferencing.
 - Conduct trainings and demonstrations for youth and volunteers as to how to use these technologies.
- Connecting to University/community specialists- to increase the research based information available for use by youth and volunteers in ag-related 4-H program areas, strengthening and expanding relationships and ties to university and community specialists will be key.

Action Steps:

- Follow up on existing contacts and continue to develop new contacts to increase involvement with campus and Extension faculty.
- Use University and Extension contacts to develop resources for animal science projects
- Recruit more ag-related SET contacts for the 2008 EDGE event.
- Promote Statewide Continuity at Regional/County Level

Action Steps:

- Based on the successful statewide “horse team tryouts” this will be expanded to other commodities and events (ie. Public speaking, demonstration, etc.)
- Improve communication about opportunities.
- Promote the use of Adobe Connect (Breeze Meeting) technology as a way of offering on-line trainings and meetings to promote SET.

Action Steps:

- Solicit workshop suggestions from 4-H volunteers, staff and youth.
- Develop new workshops to be delivered using this technology.

Goal 3: Expand education and career opportunities for youth by building skills in the areas of science, engineering and technology.

Priorities for 2007-2008

- Work with other 4-H Program Leadership Teams to develop the second annual 4-H EDGE (Education, Direction and Goals for Education) program at the University of Maine.

Action Steps:

- Serve on the planning committee for the 2008 EDGE program
- Recruit university faculty and staff in SET related programs and departments to offer workshops at EDGE 2008.
- Promote and develop opportunities for 4-H volunteers, youth and staff to learn multi-media skills

Action Steps:

- Promote the use of digital media in 4-H projects
- Develop accessible video clips that will be uploaded to the Maine 4-H website and county 4-H websites.
- Offer training workshops to teach staff and volunteers how to integrate digital media into their 4-H projects/programs.
- Offer staff development trainings to UMCE staff to increase the use of digital media within extension programming.
- Offer Basic training about geospatial technologies such as Geographic Information Systems (GIS) and Global Positioning Systems (GPS)

Action Steps:

- Expand and offer more training opportunities for youth, volunteers and staff.
- Increase exposure of the Center for Community GIS as a resource to support 4-H groups.

- Hire an AmeriCorp intern to work with the Center for Community GIS to support 4-H and extension programming using GIS/GPS. This person will be housed and supervised by the director of the Center for Community GIS.
- Offer the Maine 4-H GIS camp in 2 locations next year.
- Identify funding source for mobile laptop labs.
- Promote SET career opportunities for Maine youth
 - Action Steps:
 - Recruit UMaine faculty and staff to offer SET programs at Maine 4-H events such as Maine 4-H Days.
 - Offer a SET track at the Teen Conference and Maine 4-H Days
 - Recruit youth to write newsletter articles about SET career opportunities for the state 4-H CORE newsletter that is distributed to county offices.
 - Develop Maine 4-H website resources to promote SET career opportunities
 - Promote youth using technologies to support their service learning experiences

Healthy Lifestyles – Original Action Plan

Goals:

1. Engage youth (K-12) and their families in Healthy Lifestyles community programs.
2. Provide regional training opportunities for youth and adults to learn how to share nutrition, health/wellness and physical activity ideas, and information with other youth and adults in schools, clubs and community settings.
3. Collaborate with other organizations that have expertise in health/wellness, nutrition and physical fitness to provide youth and adults the knowledge and skills to improve their lives.

Year 1:

Actions:

1. Participate in the creation of a Maine 4-H Day at the University:
 - a. Provide a track of healthy lifestyle activities and workshops designed for the 5-13 year olds
 - b. Provide a “train the trainer” track on Healthy Lifestyles (with resources and materials) for 1-2 teams of teens and adults from each county.
 - i. Each team of teens/adults will then provide training in their individual counties
 - ii. Teams will consist of two teens and one or two adults per team
 - iii. University professors and specialists in the fields of nutrition, health, psychology, physical fitness, environmental education and other related subjects will be asked to provide experiential workshops for this educational event
2. Maine 4-H Days:
 - a. Provide a healthy lifestyles track for 2 days to provide education workshops (see topics listed for Maine Day at the University), activities

- and resources, accessible to all youth and volunteers, to encourage healthier eating, physical engagement, decreased stress levels
- b. Provide a 2 day track for a fitness field trip (preparation for a daylong hike on day one and hike up a mountain on day two). For the educational “hiking activity card” to be shared with youth go to: http://www.bam.gov/sub_physicalactivity/activitycards_hiking.html

Years 2-5:

Actions:

1. State and County Events
Provide events and educational activities at local, county and state agricultural fairs (example: scavenger hunt) which actively engage participants in learning about foods, agriculture, animal behavior and safe management practices. A physical activity component will be part of these learning activities
2. Educational Resources
 - a. Develop a resource packet of materials including fact sheets, articles for websites and media, experiential learning activities, a list of informational websites, interactive displays to use in communities, educational events, agricultural fairs, publications, etc.
 - b. Utilize a website (Maine 4-H) for holding resources available to participants, schools and staff
3. Educational Workshops
Provide workshops and disseminate the above packets of resource materials at local and state-wide events, including but not limited to: Maine DHHS Office of Child & Family Services *Health & Safety* conference in March, 2007, regional conferences associated with child care and after school enrichment programs such as those sponsored by Resource Development Centers (example: “Kids, Kids, Kids” conference sponsored by Kennebec Valley Community College)

2007 Update: 4-H Healthy WHOLE Lifestyles PLT Goals

Goal 1: Engage youth (K-12) and their families in Healthy Lifestyles community programs.

Priorities for 2007-2008

Continue to engage youth (K-12) and their families in Healthy Lifestyles community programs.

Continue to seek and collect resources and funds to support the Healthy Lifestyle packets of materials (for each county) so teens can use with their clubs, after school programs and other groups.

Place this information on the website for easy access.

Continue to engage youth (K-12) and their families in Healthy Lifestyles community programs.

Continue to seek and collect resources and funds to support the Healthy Lifestyle packets of materials (for each county) so teens can use with their clubs, after school programs and other groups.

Place this information on the website for easy access.

Goal 2: Provide regional training and opportunities for youth and adults to learn how to share nutrition, health/wellness and physical activity ideas, and information with other youth and adults in schools, clubs and community settings.

Priorities for 2007-2008

- Work with other 4-H Program Leadership Teams to develop the second annual 4-H EDGE (Education, Direction and Goals for Education) program at the University of Maine.

Action Steps:

- Serve on the planning committee for the 2008 EDGE program
- Recruit university faculty and staff in Healthy Lifestyles related programs and departments to offer workshops at EDGE 2008.
- Promote and develop opportunities for 4-H volunteers, youth and staff to learn healthy lifestyle skills and activities
 - Expand and offer more training opportunities for youth, volunteers and staff.
 - Offer a Healthy Lifestyles track at the Teen Conference and Maine 4-H Days
 - Recruit youth to write newsletter articles about Healthy Lifestyle career opportunities for the state 4-H CORE newsletter that is distributed to county offices.
 - Develop Maine 4-H website resources to promote Healthy Lifestyle career opportunities
 - Promote youth using Healthy Lifestyle knowledge and skills to support their service learning experiences

Select 3 teams of youth and adults to participate in the Northeast Regional Leaders Forum in Portland-topic: Healthy Lifestyles. Commitment from the teams' youth and adults is to provide 3-4 regional workshops (1 workshop per team) throughout the state in 2008 and also become a member of the 4-H Healthy Lifestyles PLT (in order to increase youth and volunteer participation on team).

Goal 3: Collaborate with other organizations that have expertise in health/wellness, nutrition and physical fitness to provide youth and adults the knowledge and skills to improve their lives.

Plan to seek more grant funding and collaborator support.

Deepen our relationships with our collaborators by partnering when possible.

Develop Healthy Lifestyle display boards for public events.

Connecting to University/community specialists- to increase the research based information available for use by youth and volunteers in healthy lifestyles-related 4-H program areas, strengthening and expanding relationships and ties to university and community specialists will be key.

Action Steps:

- Follow up on existing contacts and continue to develop new contacts to increase involvement with campus and Extension faculty.
- Use University and Extension contacts to develop resources for healthy lifestyles projects and activities
- Recruit more Healthy Lifestyles-related contacts for the 2008 EDGE event.
- Promote Statewide Continuity at Regional/County Level

Action Steps:

- Improve communication about opportunities.

Action Steps:

- Solicit workshop suggestions from 4-H volunteers, staff and youth.
- Develop new workshops to be delivered across the state.

Earth Connections and Sustainable Living—original action plan

Goals:

1. Improve the relationship between all youth and nature by involving them in outdoor experiences.
2. Increase youth understanding and actions for a sustainable future through modeling healthy behaviors in living (diet, exercise, relationships, etc.).
3. Use nature based and other experiences to teach educators and volunteers how to integrate life skills, leadership and appropriate technology for sustainable* living.
**Sustainable: A sustainable society is one that satisfies its needs without depleting the resources of future generations.*
4. Encourage schools, teachers and other youth organizations in outdoor and community education to create models of sustainable living.

Year 1:

Actions:

1. Propose to Green Team that each county have a contact for Tanglewood's Earth Connections program
2. Identify county Earth Connections contacts and establish email group
3. Expand 4-H club participation in Earth Connections activities and camps
4. Increase visibility of Earth Connections and natural resources programming
5. Increase integration of 4-H Earth Connections work with other relevant programming within Extension
6. Increase integration of 4-H Earth Connections work with other relevant programming outside of Extension

7. Support and collaborate with the Earth Connections Volunteers curriculum and program currently underway

Years 2-3

Actions:

1. Communicate with 4-HYD staff to explore ways to reach goal #2 through 4-H events, after school programming, volunteer training, etc.
2. Communicate with other program areas within Extension (e.g. Nutrition) to explore ways to integrate our activities
3. Explore internal professional development offerings for Extension staff

2007 Update: 4-H Earth Connections Sustainability Living Action Plan

Goal 1: Improve relationships among youth, adults, and nature by involving youth and adults in outdoor experiences.

Priorities for 2007-2008

- Expand 4-H club participation in Earth Connections (EC) activities and camps.

Action Steps:

- Develop "4-H Green Tips" educational series for inclusion in State Core 4-H newsletter and make available for county 4-H newsletters.
 - Continue to use EC contacts and email group to distribute information about EC programs and opportunities to 4-H members, 4-H clubs, and others.
 - Use Adobe Connect (Breeze Meeting) to offer online trainings in ECSL curriculum and programs. Trainings will be designed by ECSL staff and youth, and ideas for workshops will be sought from the broad 4-H community.
- Support Extension's nature-based 4-H environmental education programming.

Action Steps:

- Continue to provide curriculum, training and program support to the programs of Tanglewood 4-H Camp and Learning Center, Vaughn Island 4-H Environmental Camp and other Maine 4-H programs that support ECSL goals.
- Continue to offer environmental education programs at Tanglewood, Blueberry Cove, Vaughn Island, and in school settings.
- Expand Vaughn Island camp to include 6-day intensive program, including collaboration with Maine Sea Grant and Wells Estuarine Reserve.
- Develop Junior Island Stewards program at Vaughn Island, including "Leave No Trace" certification program.
- Expand Tanglewood youth programs.
- Explore ways to expand and deepen Tanglewood/Vaughn Island collaborations.

Goal 2: Increase youth and adult understanding and actions for a sustainable future through modeling healthy lifestyle behaviors (diet, exercise, relationships, and so on).

Priorities for 2007-2008

- Increase integration of 4-H Earth Connections work with other relevant programming within UMCE.

Action Steps:

- Continue to work with 4-HYD staff to reach this goal through 4-H events, after-school programming, volunteer training, and so on.
- Continue to work with staff in other program areas within Extension, such as Nutrition, to determine how to integrate our activities.

Goal 3: *Use nature-based and other experiences to teach educators and volunteers how to integrate life skills, leadership, knowledge, and appropriate technology related to sustainable living.*

Priorities for 2007-2008

- Implement the Earth Connections Volunteers (ECV) program.
Action Steps:
 - Conduct the ECV core training in fall, 2007 and spring, 2008.
 - Support ECV in conducting outreach activities in their communities, engaging youth, adults, and community organizations as appropriate.
- Continue to work with staff in other program areas within Extension to explore ways to integrate our activities.
Action Steps:
 - Continue to meet with colleagues to discuss relevant issues.
 - Participate in professional development offered by UMCE and others.
- Increase visibility of UMCE ECSL programming.
Action Steps:
 - Continue to expand outreach to schools, community groups, and organizations.
 - Continue to increase integration of ECSL work with other relevant programming outside of Extension.

Goal 4: *Encourage schools, community groups, and other youth and adult organizations to conduct environmental education programs and create models of sustainable living.*

Priorities for 2007-2008

- Build collaboration among 4-HYD staff in support of the Earth Connections Volunteers (ECV) program now under development.
Action Steps:
 - Improve communication among all relevant staff and invite participation in the ECV program development and implementation.
- Explore and develop educational programs using models such as “Natural Step” study circles for sustainable living, already piloted in York County and Cloud Institute environmental education program. Collaborate with Cloud Institute educational staff on collaborative programming using Earth Connections curriculum with Cloud Institute delivery modes.
Action Steps:
 - Explore relevant curriculums.
 - Network with organizations and staff involved with curriculums.
 - Involve youth and volunteers.
 - Develop and test collaborative pilot programs.
- Collaborate with other 4-H staff and PLT’s to plan and deliver 4-H EDGE program at UMaine.
Action Steps:

- Be represented on planning committee for 2008 EDGE program.
- Recruit university faculty and staff in ECSL related programs and departments to offer workshops at EDGE 2008.

2007 Overall Program Team Update: In a 2007 survey of staff and subsequent staff discussions in June and December, 2007, the following assessments and changes have been made to the new program team structure and overall Program Leadership Team:

Positives:

- Program Teams are leveraging new resources
- Program Teams have encouraged us to generate new ideas

Negatives:

- the Program Team structure inhibits the integration of programs across program areas.

Decisions:

The Program Leadership Team (PLT) will meet every other month and will incorporate, in every meeting, time for discussion across program areas about opportunities for collaboration (conversely, the Green Team meetings will eliminate the program reports from its meetings, saving this information for the PLT meetings.)

Work still to be done:

The Program Teams have the potential, still to be fully realized, to capture statewide impacts within the 4-H program areas.

The Program Teams are working to increase the diversity of membership on the teams, especially with regard to youth and volunteers, and to faculty and staff outside of 4-H.

V. Creating a new leadership structure to support programmatic goals

Introduction

The UMCE 4-H leadership structure and decision-making process was approved on November 1, 2006 and was created to effectively allocate resources to focus on positive youth development with respect to our UMCE plan of work. The structure includes a central “Green Team” designed to be a core communication link and policy-making body, and to promote visionary leadership, direction and coordination within the program with respect to state and national initiatives. In addition, four core program teams have been created to direct statewide youth educational programs and initiatives. Representatives of each of these program teams serve on the “Green Team.” The group consisting of all 4-H educators and professionals constitute an overall governing body known as the 4-H Program Leadership Team.

4-H Program Leadership Team (PLT)

- Membership - all 4-H educators and professionals
- Responsibilities:

- Meet quarterly (or as needed) to report on and coordinate the work of all Program Teams
- Ensure the implementation of the 4-H Youth Development strategic plan
- Make any decisions needing to be addressed by the entire PLT

4-H Executive Committee, or “Green Team”

- Membership:
 - Program Administrator
 - Pine Tree State 4-H Foundation Executive Director
 - Tanglewood 4-H Camp and Learning Center Executive Director
 - Program Coordinator
 - Representatives from each Program Team (2 – 4 individuals)
- Responsibilities:
- Meet monthly, or as needed
- Responsible for the usage of the 4-H Name and Emblem
- Serve as a point of final approval and accountability on all 4-H Youth Development policies and procedures
- Ensure development and implementation of appropriate 4-HYD policies and procedures, including issues related to liability, risk management, and dispute resolution
- Seek input of staff, volunteers and youth as needed for decision making (the Green Team may send any final decisions to the full PLT if needed)
- Provide leadership in addressing staff development needs, evaluation of programs, and connecting 4-H staff with academic departments
- Encourage collaborations among staff (4-H and UMCE)
- Liaison Team to National 4-H, CSREES, other states, etc.
- Promote visionary leadership, direction and coordination within UMCE 4-H Youth Development program in cooperation with the 4-HYD PLT

4-H Policy team, subcommittee of 4-H “Green Team”

- Membership:
 - Program Administrator
 - Program Coordinator
 - Pine Tree 4-H Foundation Executive Director
- Responsibilities:
 - Meet monthly, or as needed, between “Green Team” meetings
 - Consider and prepare background information on changes or additions to 4-H policies and procedures for recommendation to the “Green Team”
 - Create draft “Green Team” agenda and send out two weeks prior to “Green Team” meeting for comments and additions
 - Review and finalize “Green Team” minutes and send out to 4-H PLT within one week of receipt

2007 Update: In a 2007 survey of staff, it was determined that:

- Staff feel included in the 4-HYD decision-making process to the extent they need to be

- The current leadership structure provides a mechanism for holding the vision of Maine 4-H
- There are varying degrees of understanding, and some confusion, as to the different roles and responsibilities of each member of the State 4-H office staff.
 - Action to be taken: State 4-H staff will update information on the website to reflect recent changes in staff, and will send out an email with these changes, along with clarification of “who does what” in Maine 4-H.

In subsequent PLT discussions in June and December, 2007, it was decided that:

There will be every-other-month PLT meetings, with the Green Team meeting in the months in-between. (This is a change from the PLT meeting 4 times a year, with more frequent Green Team meetings). This change was to enable greater integration among staff in program areas. The Green Team will omit Program Team reports from its meetings. Representatives of different Program Teams will be responsible for facilitation of the PLT meetings to highlight their program area, but all areas will share. PLT meetings will all contain Kernels of Conversation and Points of Wisdom segments to enhance sharing of information and discussion of issues.

Decision-Making Process

- Green Team makes final decisions regarding 4-H policies and procedures that do not change staff practices
- PLT makes final decisions regarding 4-H policies and procedures that change staff practices
- Green Team seeks input from staff, volunteers and youth as needed throughout the decision making process
- Green Team determines when a decision should be made by the PLT and sends it on for a resolution either at the next meeting or through emails

2007 Update: it was reiterated that:

All Green Team decisions that affect practice will go to the PLT for discussion and a vote. Votes may be initiated by email when possible, with teleconferences if more discussion is needed.

Procedure for amending the Policies and Procedures Manual

- Any 4-H staff, volunteer, or youth may propose amendments to the Policies and Procedures manual
- The proposed amendment should be presented to the Policy Team for inclusion on the next Green Team meeting. 4-H volunteers and youth may give proposals to county staff, to be passed on to the Policy Team
- The proposed amendment will be presented at the Green Team meeting by the person who proposed the change or by a designated Green Team member
- The Green Team will serve as a point of final approval and accountability on all 4-H Youth Development policies and procedures. However, the Green Team will send any proposed amendment that changes staff practices to the whole PLT for input and vote

- The Policy Team insures that approved amendments are integrated into the web-based manual. All approved amendments include a date of revision and staff will be notified when revisions are made
- Staff will keep the 4-H community informed of changes

Communication Process

- Minutes are taken at all Green Team and PLT meetings and sent out to PLT members
- Updates on Program Team activities are included in all Green Team and PLT minutes. Reports on Program Team activities are made to the broader 4-H community and other stakeholders on a regular basis

Individual Roles & Responsibilities

4-HYD Program Administrator

- Provide link between Administrative Council and 4-HYD PLT
- Review and analyze roles and responsibilities of all 4HYD staff
- Prompt and guide strategic planning with Green Team
- Conduct ongoing review of staffing and its implications with Administrative Council with advice from the 4-HYD PLT and Green Team
- Inform constituents of and represent the 4-HYD program with others (Administrative Council/UMCE/UM/state)
- Encourage collaborations among staff (4-H and UMCE)
- Supervise state 4-HYD Office
- Review and approve budgets, with Administrative Council
- Member of sub-committee for policy development (Policy Team) with Program Coordinator and Pine Tree State 4-H Foundation Director

Pine Tree State 4-H Foundation Director and Resource Development Officer

- Act as programmatic liaison with Pine Tree State 4-H Foundation
- Provide link between Administrative Council and 4-HYD PLT and Green Team
- Provide resources for funding opportunities to support the Program Teams, PLT, and Green Team
- Provide leadership and a link between national funding sources and other 4-H Foundations to the Program Teams, PLT, and Green Team
- Review and approve budgets, with Administrative Council
- Review and present Pine Tree State 4-H Foundation Budget
- Coordinate Pine Tree State 4-H Foundation annual appeal, county fund development campaigns and state wide initiatives
- Member of sub-committee for policy development (Policy Team) with Program Coordinator and Program Administrator

Tanglewood 4-H Camp and Learning Center Executive Director

- Act as programmatic liaison with Tanglewood 4-H Camp and Learning Center
- Provide link between Tanglewood, 4-HYD PLT and Green Team

- Provide resources for funding opportunities to support Tanglewood, the Program Teams, PLT, and Green Team
- Provide leadership and a link between national funding sources and other 4-H Foundations to the Program Teams, PLT, and Green Team
- Review and approve budgets, with Administrative Council
- Review and present Tanglewood 4-H Budget
- Coordinate Tanglewood annual appeal, fund development campaigns and state wide initiatives

4-HYD Program Coordinator

- Serve as primary programmatic contact for 4-H externally
- Serve as liaison with CSREES (official “Program Leader)
- Serve as liaison with 4-H national/regional opportunities and with other states (in support of multi-state collaborations)
- Share relevant information and resources from others with Maine staff and ours with them (agencies/organizations/universities in-state and out-of-state)
- Interpret national directions as they impact and inform UMCE 4-HYD
- Take the lead in establishing a collaborative of Northern NE or NE states to provide representation to 4-H Cooperative Curriculum System
- Make Maine visible in state and national 4-H scene
- Disseminate information and minutes from state leader list-serves with 4-HYD staff, as well as other relevant information
- Attend regional, national meetings and conferences in support of 4-HYD programming
- Member of sub-committee for policy development (Policy Team) with Program Administrator and Pine Tree State 4-H Foundation Director

4-H YD Program Team Leaders

- Promote visionary leadership, direction and coordination within UMCE 4-H Youth Development program in cooperation with the 4-HYD PLT (with a Plan of Work specific to each team)
- Attend regional, national meetings and conferences in support of 4-HYD programming
- Provide leadership around capturing and accurate reporting of statewide impacts
- Serve as primary programmatic contact for 4-H internally for the Program Team
- Recognize and encourage collaborations among staff (4-H and UMCE)
- Promote scholarly and creative youth development work with other faculty
- Support processes that ensure ongoing system-wide evaluation of 4-HYD efforts
- Support the Program Team by seeking external funding
- Work with team to create Program Team budget
- Report on Program Team activities to Green Team, PLT and other stakeholders on a regular basis

VI. Increasing Staffing: Hiring new staff, increasing 4-H aide time

During 2005 and 2006, a statewide Activities and Events Coordinator, an Administrative Assistant in the State 4-H Office, and three new 4-H county faculty were hired. While not directly related to the strategic planning process, since decisions to fill these positions were made prior to this process, the creation of these positions was in part due to the feedback from 4-H staff received by the Administration prior to and during the CSREES review in 2005. Staff indicated that the filling of a statewide Coordinator, replacing support staff in the state 4-H office, increasing 4-H aide time and filling county 4-H positions had the highest priority of staffing for the 4-H program. The Activities and Events Coordinator, with valuable support from our new Administrative Assistant, is achieving a coherence and coordination to our statewide awards trips, our state animal science program and other events as well. Our new county faculty are bringing a diversity of talents and skills to our 4-H program overall, and to our program teams in particular, with emphases in youth-in-governance, healthy lifestyles and youth financial literacy and entrepreneurship.

Also in 2005, UMCE administration developed an overall policy for consistency in assigning 4-H program aide time. This resulted in an increase in aide time in two counties. Additionally, 16 hours of aide time also was offered to the newly created Program Coordinator position. While these are incremental increases, they demonstrate an understanding on the part of the administration that increased aide time is desirable to support the work of faculty and professionals, and is limited only by the amount of available base funds for these positions. The executive director of the Pine Tree State 4-H Foundation has declared his goal of working with counties to develop county-level 4-H funds that could support 4-H aide time, up to full-time. Additionally, a few county staff are beginning to pursue grant opportunities that would enable them to write additional 4-H aide time into their grant proposals—a very promising alternative to the use of base funds to support these positions.

In 2006, UMCE administration committed to the hiring of a new Volunteer Development and Management Specialist position, which would serve 4-H programs as well as other volunteer programs throughout the organization. While this position has been temporarily put on hold due to a university-wide budget cut, administration is exploring other options to meet the needs for staff support in this area. Additionally, the organization has recently filled its vacant Child and Family Development specialist position, one that will have strong collaborative potential with the 4-H staff.

2007 Update: to date, the organization has been unable to fill the Volunteer Development and Management Specialist position, although this position is understood to be needed by many programs in addition to 4-H. In 2007, we have two new county 4-H faculty vacancies due to retirements, and one vacancy due to the county educator entering administration. The two positions created by retirements are slated to be filled, and the organization has committed to providing support for the 4-H program in the county recently vacated by the new administrator. The nature of that support (professional, faculty, etc. is still to be determined through conversations with staff). There have been no additional increases in 4-H aide time.

VII. Strengthening Leadership Development

For Staff

A leadership development program for the 4-H Program Leadership Team was developed to support their intention to build a strong team to implement and integrate the strategic plan throughout the organization. This two-day program was designed to clarify leaders' roles in the new structure, develop the leadership team and strengthen the principles of organizational and area accountability across the whole 4-H organization. The program outline for the 2 days is listed below:

Day One – September 6, 2006

- Review/evaluate the new leadership structure
- Refine roles and responsibilities
- Clarify expectations in the new structure
- Integrate organizational accountability
- Create alignment through shared goals and values
- Develop mutual agreements going forward

Day Two – November 27, 2006

- Build on outcomes of first session
- Implement the next steps of organizational accountability
- Create/sustain the 4-H Youth Development community
- Identify skills required in new structure
- Develop new skills
- Identify next steps

2007 Update: In October, 2007 staff held a one-day retreat with Susan Halbert on balancing work and family, and increasing organizational effectiveness. Additionally, there are plans for integrating professional development topics, offered by our own staff, into PLT meetings, but this has not occurred yet on a formal basis. The chance to participate in the national 4-H program, The Art of Leadership, is offered to each 4-H Program Administrator and Program Coordinator. Staff continue to express the need for additional professional development opportunities

For Volunteers

A team of 4-H volunteers, a 4-H aide and 4-H educators has begun a complete review of the Maine 4-H volunteer development program. Their outcomes are to develop a comprehensive 4-H volunteer development plan that will:

- Identify potential volunteers
- Select needed volunteers
- Orient potential volunteers
- Train new and experienced volunteers
- Utilize volunteers' skills effectively
- Reward and recognize volunteers
- Evaluate volunteers' skills and performance

This team will sponsor a weekend volunteer retreat where volunteers statewide will help build a 4-H volunteer development plan based on the intended outcomes above, while reviewing potential barriers to participation and addressing those barriers.

2007 Update:

Using the ideas, questions and other work from last year's 4-H Adult Leaders Survey, combined with using on-line volunteer training methods currently being developed to create effective ways to provide volunteer development, we plan on having a project that identifies the needs of Maine 4-H volunteers and, finally, matches them to effective strategies to meet these needs. A Monsanto 4-H Volunteer Grant for \$2,000 has been approved National 4-H Council. Currently one of our county educators is on sabbatical exploring innovations in volunteer development and training, to bring back to the Maine 4-H program.

In addition, we are planning on being part of a \$199,000 grant with the Maine Commission for Community Service, the UMaine Division of Life Long Learning and York County Community College to develop and deliver volunteer management courses (for credit and non credit and CEU's) using distance education methods.

VIII. Ongoing Review, Next Steps

The 4-H Green Team and Program Leadership Team is committed to regular reviews of its Mission, Vision and Core Principles statement, next scheduled for April 2007, and then every October beginning in 2007. At these times, there also will be an assessment of the new leadership structure, to determine whether it is effectively and efficiently enabling the program to meet its goals. Two documents exist which allow the Program Leadership Team to reflect on its accomplishments and remaining work to be done: the CSREES Program Review, dated July 2005, and a list of recommendations generated at the April 2006 Strategic Planning Retreat that relate to topics such as outreach, evaluation, ongoing youth development training for staff and volunteers and fund development. At each monthly Green Team meeting, a topic from this list is discussed to determine if current work is addressing these recommendations or what additional initiatives might be needed to continue to move us forward.

2007 update: The notes above reflect the 2007 update of this plan. In summary, issues that stand out as continuing to need attention are: professional development for staff; volunteer orientation and ongoing development; statewide evaluation of program team initiatives, and reporting of impacts.

It should be noted that a significant statewide accomplishment of 2007 was the first annual Maine 4-H EDGE Conference: Connecting Kids to Campus. Not only did this event bring youth and parents to the UMaine campus for an introduction to college life, but it has begun significant relationships between 4-H staff and faculty and staff from other departments of UMaine.

Additionally, it is generally felt by staff that the Program Coordinator position has created a mechanism for consistent participation in regional and national 4-H opportunities, and has helped to ensure that Maine is a player on the national level.