**DOMAIN: Youth Development**

*Utilizing the knowledge of the human growth and development process to create environments that help youth reach their full potential.*

**TOPIC: GROWTH AND DEVELOPMENT (5-19 years):** The stages youth progress through as they grow physically, cognitively, socially and emotionally.

**COMPONENT: Physical development:**
- Identifies biological transitions of development
- Articulates how these transitions influence program design and adult-youth relationships
- Understands the affects of nutrition and exercise on growth and development

**COMPONENT: Cognitive Development**
- Recognizes cognitive stages across age groups
- Facilitates the growth in thinking from concrete to abstract
- Understands how the cognitive stages inform program design and the need for age-appropriate curriculum

**COMPONENT: Social & Emotional Development**
- Recognizes the changing role of peers
- Creates programs that are responsive to these changes.
- Identifies the stages of identity development
- Provides opportunities for exploration in multiple skill or project areas
- Aware of the signs of emotional and mental stress

**TOPIC: YOUTH DEVELOPMENT THEORY**

**COMPONENT: Positive Youth Development**
- Intentionally designs programs to promote positive outcomes for youth through the provision of opportunities, relationships, and supports
- Understands history, changes and trends of the roles of youth in society
- Recognizes transitions and the role of rites of passage in youth development
- Recognizes gender differences in learning and participation

**COMPONENT: Ecological Model**
- Recognizes the influence of multiple contexts on youth development
- Articulates the impact of these contexts on youth development for specific situations
- Recognizes the cultural and structural differences for various youth within systems

**COMPONENT: Resiliency Theory**
- Recognizes risk and protective factors
- Maps risk and protective factors
- Designs programs and create relationships that maximize protective factors and minimize risks
TOPIC: YOUTH DEVELOPMENT PRACTICE: The integration of youth development growth and development and youth development theory into the actual activities planned and implemented in a program.

COMPONENT: Relationship Building
- Creates a positive relationship at all levels with youth, families, and community partners
- Maintains appropriate emotional and physical boundaries with youth
- Understands impacts of adult role models and mentoring, and is aware of community referral and intervention opportunities
- Maintains a mentor-learner relationship with youth and volunteers
- Demonstrates character and models proper behaviors

COMPONENT: Behavior Management
- Sets up environments and programs to promote positive behavior
- Implements personal and group strategies to deal with inappropriate behavior in appropriate and affirming ways
- Demonstrates understanding of conflict management and resolution
- Models positive behavior and provides leadership for others in this area

COMPONENT: Programming for life skill development
- Articulates the relationship between program activities and life skills.
- Ensures activities are intentionally designed to develop critical life skills
- Programs provide meaningful engagement for participants
- Uses or develops programs that allow youth the opportunity to practice life skills
- Articulates the importance of basic life skill development and age appropriate learning
DOMAIN: Youth Program Development

Planning, implementing, and evaluating programs that achieve youth development outcomes.

TOPIC: SITUATION ANALYSIS

COMPONENT:
- Accessing Existing Information
- Knows how to access existing sources of situational data
- Uses and interprets data from various sources
- Uses current research to help identify program opportunities

COMPONENT: Gathering Community Perspectives
- Knows methods and techniques for gathering data from both young people and adults (community forums, focus groups, interviews, surveys)
- Skilled in the use of appropriate methods and techniques for gathering community perspectives

COMPONENT: Setting Priorities and Securing Commitment
- Works with advisory boards and committees to obtain input regarding program priorities
- Determines significance and prioritizes problems and issues
- Identifies potential community partners and collaborators

TOPIC: PROGRAM DESIGN

COMPONENT: Component: Theories of Change
- Understands and applies theories and approaches for facilitating change

COMPONENT: Design Frameworks
- Understands and subscribes to a framework for program planning (logic modeling, TOP, etc.)
- Facilitates program development using a planning framework
- Communicates program plans to relevant stakeholders
- Periodically reassesses program plans

COMPONENT: Curriculum Development
- Knows and applies experiential approaches to learning
- Knows characteristics of quality youth development curricula
- Selects, adapts, and utilizes curricula appropriately
- Develops curricula based on current research and knowledge

COMPONENT: Program Quality Standards
- Knows characteristics of effective youth development programs
- Applies quality standards in program design and delivery

COMPONENT: Evaluation Planning
- Incorporates evaluation planning into program design
TOPIC: PROGRAM DELIVERY

COMPONENT: Learning Strategies
- Identifies learning styles of participants
- Assesses contextual factors which affect learning
- Demonstrates ability to modify and adapt strategies in accordance with audience needs and other contextual factors

COMPONENT: Instruction
- Utilizes lesson plans or teaching outlines
- Understands and applies appropriate teaching methods
- Facilitates learning using various teaching techniques
- Uses appropriate equipment, devices, and technology in support of teaching and Learning

TOPIC: PROGRAM EVALUATION

COMPONENT: Approaches and Perspectives
- Understands multiple approaches to evaluation
- Understands the difference between process and outcome evaluation

COMPONENT: Evaluation Design
- Develops meaningful evaluation questions
- Specifies appropriate indicators of change
- Selects evaluation methods appropriate for the evaluation question and indicators
- Develops a timeline for evaluation activities

COMPONENT: Evaluation Methods
- Skilled in the use of both qualitative and quantitative evaluation methods
- Knows protocols and procedures for collecting and handling data

COMPONENT: Analysis and Interpretation
- Knows procedures for analyzing quantitative and qualitative data
- Can interpret findings and articulate reasonable conclusions

COMPONENT: Communicating Evaluation Results
- Communicates evaluation results in a manner congruent with stakeholder needs
DOMAIN: Volunteerism

Building and maintaining volunteer management system for the delivery of youth development programs

TOPIC: PERSONAL READINESS

COMPONENT: Philosophy of Volunteerism
- Develops and demonstrates personal philosophy of volunteerism in congruence with professional ethics
- Articulates a belief in the competence of volunteers
- Develops and/or supports an organizational philosophy of volunteerism

COMPONENT: Trends in Volunteerism
- Identifies and engages expanded, diverse audiences as both volunteers and recipients of volunteers’ services
- Understands societal trends and adapts volunteer management strategies accordingly

COMPONENT: Advocating for Volunteerism
- Knows role of organizational volunteers and communicate benefits to community, organization, and individuals
- Identifies and nurtures staff/volunteer teams to manage change
- Educates peers and co-workers on the value of volunteerism

TOPIC: ORGANIZATIONAL READINESS

COMPONENT: Climate for Volunteerism
- Creates and supports a positive organizational environment for volunteerism
- Develops and supports staffing structures that align and support meaningful roles for volunteers

COMPONENT: Identifying Needs for Volunteers
- Develops and conducts community needs and assets assessments
- Develops and conducts organizational needs and assets assessments

COMPONENT: Developing Volunteer Positions
- Identifies potential volunteer roles and responsibilities
- Develops written volunteer position descriptions

TOPIC: ENGAGEMENT OF VOLUNTEERS

COMPONENT: Recruiting Volunteers
- Understands fundamentals of human motivation as related to volunteerism
- Understands and implements multiple recruitment strategies based upon position responsibilities and community demographics
- Communicates available positions to the community
- Knows and communicates roles and responsibilities for episodic, short-term, long-term, and virtual volunteer commitments
• Promotes different levels of responsibilities for volunteers
• Develops and disseminates applications to potential volunteers

COMPONENT: Selecting Volunteers
• Understands the purpose of appropriate selection strategies
• Identifies selection strategies appropriate for the volunteer position based upon the position’s responsibilities, organizational policies, and the clientele to be served
• Conducts potential volunteer interviews, reference checks, and criminal background checks
• Identifies and matches individual motivations, skills and time commitment with available roles and responsibilities
• Evaluates and determines the appropriateness of individuals for volunteer position(s) for final placement

TOPIC: EDUCATION OF VOLUNTEERS

COMPONENT: Orientation of Volunteers
• Develops and conduct initial orientation to the organization
• Conducts on-going orientation that reflects organizational changes

COMPONENT: Education of Volunteers
• Provides educational opportunities for volunteers on youth development, organizational operations, personal development, etc.
• Provides educational opportunities for volunteers on relevant subject-matter and organizational leadership strategies
• Provides educational opportunities for volunteers related to organizational policies and procedures

COMPONENT: Adult Development and Learning Theory
• Applies teaching and learning strategies appropriate for diverse adult audiences

TOPIC: SUSTAINABILITY OF VOLUNTEER EFFORTS

COMPONENT: Supervising, & Coaching Volunteers
• Delegates appropriate responsibilities to volunteers
• Supports a positive volunteer esprit des corps
• Motivates volunteers to stimulate creativity and reach potential
• Addresses behaviors not consistent with acceptable standards

COMPONENT: Performance Management of Volunteers
• Conducts and provides regular/routine performance feedback to volunteers
• Implements disciplinary strategies including remediation, counseling, probation, and dismissal

COMPONENT: Recognition of Volunteers
• Promotes and implements appropriate intrinsic and extrinsic recognition strategies for volunteers
• Provides and supports expanded leadership opportunities for volunteers

COMPONENT: Evaluation of Volunteer Efforts

- Develops and conducts impact assessment of volunteer efforts
- Communicates impact of volunteer efforts to stakeholders
DOMAIN: Equity, Access and Opportunity

*Interacting effectively and equitably with diverse individuals and building long-term relationships with diverse communities*

**TOPIC: Sensitivity**

**COMPONENT: Personal Readiness**
- Seeks out and explores commonalities and differences (expand comfort zone) beyond one’s own race/ethnicity, gender, religion, etc.
- Is proud of one’s own identity and encourages others to do the same.
- Committed to learning about and working with people from varying backgrounds.
- Builds relationships of trust, safety and mutual respect with the many different individuals and groups.
- Acknowledges “not knowing” when you don’t understand
- Committed to lifelong learning of about diverse individuals, groups and communities.
- Exhibits Self-awareness including one’s cultural/social identities, assumptions, values, norms, biases, preferences, experience of privilege and oppression, and how they shape one’s worldview.
- Displays an awareness of their own communication, learning, and teaching styles; acceptance of others’ styles, and willingness to learn new skills to bridge differences

**COMPONENT: Dimensions of Diversity**
- Is aware of and open to youth and volunteers who are diverse based on Primary Dimensions of Diversity (more permanent, impossible or hard to change) such as: Race/Ethnicity, Gender and Sexual Orientation, Age, Physical Differences and Abilities, Learning Differences and Abilities
- Is aware and open to youth and volunteers who are diverse based on Secondary Dimensions of Diversity such as: Religion and Belief Systems, Socioeconomic Status, Family Structure, Language, Geographic (urban, rural, suburban)
- Exhibits and awareness of varying levels of assimilation or acculturation within groups

**TOPIC: Awareness**

**COMPONENT: Values, Norms and Practices**
- Understands their own identities and how they shape your worldview
- Understands differing concepts of time and space and how they communicate meaning
- Understands differing body language, verbal expressions, and how they communicate meaning.
- Understands differing values, norms, practices, traditions

**COMPONENT: Pluralistic Thinking**
- Recognizes the validity of multiple perspectives
- Thinks openly without prejudging
- Thinks inclusively

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COMPONENT: Power, Privilege and Policy
- Understands the effects of differences in historical power and privilege, including institutional privilege and internalized oppression.
- Knows laws and policies that promote and support diversity and pluralism.
- Knowledgeable of prejudice, classism, homophobia, etc. and the origins of “isms”
- Knows history of diverse groups in America and the effect of historical events on present day behavior.

TOPIC: Communication

COMPONENT: Open Attitude
- Reserves judgment in a cross-cultural interaction.
- Interrupts oppressive behavior (preserving the dignity of all people)
- Applies “mind set” to address conflict in a cross-cultural setting. Mind-set includes recognizing, understanding and knowing how to adapt to communication style differences such as direct and indirect, linear and circular, low-context and high-context.
- Reacts in a non-defensive manner
- Apply cultural knowledge to address conflicts and negotiate common ground

COMPONENT: Speaking Consciously
- Opens and continues dialogue in a non-threatening way.
- Communicates one’s own perspective with clarity.
- Uses non-blaming language to talk about issues of difference.
- disagreeing respectfully
- Demonstrates an awareness of the impact of words and actions

COMPONENT: Active Listening
- Listens in accordance with the cultural context.
- Provides feedback in order to check for mutual understanding.
- Listens deeply and encourages feedback as a means of gaining clarity in intended meaning.

TOPIC: Relevant Programming

COMPONENT: Needs Assessment
- Gains sufficient, meaningful input of diverse communities/individuals to design programs
- Examines root causes of needs
- Expresses an openness to surprises – No predetermined needs
- Listens to individuals and not just data/statistics
- Involves community in the entire process

COMPONENT: Program Design
- Uses appropriate marketing techniques such as personal marketing, relationship marketing and/or ethnic marketing
- Uses applications and activities appropriate for the learner’s needs
- Uses content that reflects the norms, values and preferences of the learners

COMPONENT: Program Implementation
- Considers accessibility, availability, neutrality, language, etc. when implementing programs
- Covers issues/topics on the subject that are important to the learners
- Provides application exercises for applying the ideas that would be interesting to the learner
- Uses examples relevant to the learners’ life experiences
- Involves learners as partners in learning

COMPONENT: Collaboration
- Collaborates with diverse communities/individuals to assess their needs
- Engages local, diverse, community-based individuals in advisory committees, volunteer opportunities, etc.
- Engages local, grassroots organizations as equal partners with an equal voice in the programming process

TOPIC: Inclusive Organizations

COMPONENT: Policies and Procedures
- Uses sensitive policies, procedures and practices
- Recruits, supports and retains diverse volunteers
- Fosters an Inclusive work environment where human differences and similarities are welcomed, valued, and utilized at all levels
- Encourages a nurturing environment where all employees have equal access to opportunities for personal and professional growth, recognition and rewards, as well as other opportunities
- Establishes goals and accountability measures to ensure diversity in program participation and program content

COMPONENT: Staffing and Staff Development
- Hires, retains and promotes diversity faculty and staff at all levels.
- Provides training, resources and support for faculty and staff at all levels

COMPONENT: Community Outreach
- Forges constructive alliances with local, grassroots community-based organizations to expand outreach to diverse communities
- Designs materials and information that reflects the needs of diverse communities
- Shows an awareness of existing assets and resources in diverse communities
- Knowledgeable of how to gain sufficient, meaningful input from diverse communities to design programs

DOMAIN: Partnerships

Engaging youth in community development and the broader community in youth development.

TOPIC: YOUTH-ADULT PARTNERSHIPS

COMPONENT: Assessment and Readiness
• Assesses readiness of young people and adults to engage as partners
• Recognizes own strengths and limitations in engaging in youth adult partnerships
• Serves as a role model

COMPONENT: Continuum of Youth Engagement
• Articulates the continuum of youth engagement (objects, recipients, resources, partners)
• Advocates for the engagement of young people
• Can provide examples of how to apply the continuum in youth work
• Possesses values consistent with youth engagement

COMPONENT: Creating Partnerships
• Creates safe, open, accepting environments for both youth and adults
• Fosters development of intergenerational relationships
• Ensures adequate representation of young people in all areas of decision making
• Facilitates dialogue that ensures a youth voice

COMPONENT: Building and Maintaining Partnerships
• Provides opportunities for young people to lead
• Builds youth capacity to lead
• Understands realistic expectations from youth and adults in partnerships
• Builds adult capacity to follow youth leadership
• Provides consistent encouragement for the growth of the partnership

TOPIC: YOUTH ACTION

COMPONENT: Youth Organizing
• Possesses ability to serve as a resource and ally to youth
• Fosters an environment that provides support to youth organizing for community change
• Provides access to resources, systems, and power structures
• Encourages critical thinking throughout community change

COMPONENT: Youth Advocacy
• Models appropriate channels and avenues for youth advocacy
• Speaks on behalf of underrepresented youth

COMPONENT: Youth Leadership
• Facilitates exploration of personal leadership styles
• Structures real world opportunities for leadership training
• Encourages young people to self-reflect on leadership experiences
COMPONENT: Youth in Governance
- Builds capacity of existing governing bodies to accept youth members
- Builds capacity of young people to serve on governing bodies
- Builds governing structures that incorporate youth voice
- Manages youth-adult interactions on governing bodies
- Models and engages youth in appropriate avenues for education and change in government

COMPONENT: Service Learning
- Develops and demonstrates a philosophy of service learning
- Helps young people identify issues and opportunities for service in local communities
- Supports young people in the process of community change

TOPIC: ORGANIZATIONAL ALLIANCES

COMPONENT: Assessment and Readiness
- Assesses readiness for organizational alliances
- Identifies opportunities for potential alliances
- Understands implications of organizational self-interest
- Understands the mission and programs of other youth serving organizations

COMPONENT: Networking
- Establishes and maintains effective professional networks
- Utilizes appropriate networks to acquire resources and information

COMPONENT: Cooperation
- Understands and respects roles of community agencies and organizations
- Cooperates to ensure efficiency in program delivery

COMPONENT: Partnerships
- Actively seeks out and initiates discussion with potential partners.
- Jointly designs, implements and evaluates youth programs with community partners
- Facilitates group processes to help achieve common goals

COMPONENT: Coalitions
- Organizes or joins community coalitions to address current issues

COMPONENT: Collaboration
- Identifies common interests for which collaborations can be formed
- Develops and sustains long-term relationships among coalition partners

TOPIC: COMMUNITY DEVELOPMENT

COMPONENT: Analysis
- Assesses community assets and needs

COMPONENT: Tools and Processes

• Utilizes tools and processes which encourage and facilitate community development

COMPONENT: Government
• Understands and applies knowledge of governmental structures, systems, and policies

COMPONENT: Workforce
• Understands the nature of the local workforce
• Helps young people acquire skills and abilities for the workforce
• Helps young people understand and articulate their 4-H experiences as “work” experience
• Articulates to the public how 4-H contributes to career exploration and skill development
• Engages community in career development of young people

COMPONENT: Community Youth Development
• Engages broader community in youth development
• Engages young people in building strong communities
• Understands the interrelationships between youth and their communities

DOMAIN: Organizational Systems

Positioning the organization and its people to work with and on behalf of young people most effectively.

TOPIC: ORGANIZATIONAL EFFECTIVENESS

COMPONENT: Knowledge of the Organization
- Understands CES/4-H history, structure and mission
- Displays commitment to CES/4-H/mission

COMPONENT: Strategic Planning
- Uses mission and vision to shape programs and organizational structure
- Uses mission and vision for long-range planning
- Plans, manages and embraces change

COMPONENT: Program Governance
- Establishes appropriate management structures
- Creates governance policies
- Monitors and supports board and committee work

TOPIC: PERSONAL EFFECTIVENESS

COMPONENT: Management
- Sets priorities
- Manages time effectively
- Balances conflicting demands

COMPONENT: Work/Life Balance
- Incorporates wellness practices into personal life style
- Practices stress management and stress reduction

COMPONENT: Interpersonal Skills
- Listens effectively and actively
- Takes others’ perspectives into account
- Manages conflicts effectively
- Demonstrates group facilitation skills

TOPIC: COMMUNICATION STRATEGIES

COMPONENT: Diverse, targeted strategies
- Writes and speaks effectively for diverse audiences
- Possesses operational proficiency in use of the technology needed to function effectively in current position

COMPONENT: Marketing
- Develops and maintains public relations efforts

• Works effectively with the media
• Identifies target audiences and markets programs to meet their specific needs

COMPONENT: Accountability/Impact
• Collects and reports data, enrollments
• Establishes and manages communication flow
• Communicates program impacts to stakeholders

TOPIC: RESOURCES DEVELOPMENT AND MANAGEMENT

COMPONENT: Budgets
• Develops and manages budgets
• Follows policies and standards for fund reporting

COMPONENT: Resource Development Stewardship
• Develops grants and proposals
• Follows policies and standards for resource development
• Plans and conducts fundraising activities
• Identifies and partners with donors and sponsors
• Integrates reporting and evaluation into resource development efforts

TOPIC: RISK MANAGEMENT

COMPONENT: People
• Works with volunteers and staff to assess and plan for potential risks
• Designs and maintains a safe, inclusive program environment for youth and adults
• Plans for special needs of participants
• Engages program participants in safety-awareness and self-protection practices
• Responds effectively to crises
• Understands and follows insurance/liability policies and procedures
• Understands youth legal systems (Child labor laws, community ordinances affecting youth, child protection issues, school policies).

COMPONENT: Property
• Designs and monitors safe physical environments
• Works with volunteers and participants on stewardship and respect for property and resources.
• Provides appropriate care and accountability for physical property of the organization.

COMPONENT: Financial
• Understands and follows policies on fund stewardship
• Facilitates appropriate financial management practices by volunteers and participants when handling program financial matters.

COMPONENT: Goodwill/Image/Reputation Management
• Understands, follows and communicates policies regarding the 4-H name and emblem

• Understands and judiciously implements program policies and guidelines
• Develops proactive approaches to crisis response and communications

**TOPIC: PROFESSIONALISM**

**COMPONENT: Ethics**
- Demonstrates attributes of a positive role model
- Follows ethical standards of profession at all times
- Is accountable and accepts responsibility for actions

**COMPONENT: Scholarship**
- Applies research and best practices to all aspects of work
- Contributes to knowledge-base of the youth development field
- Provides research-based information to the public and collaborates with other youth development educators and professionals
- Seeks professional affiliations that will enhance the youth development profession and their own professional knowledge base

**COMPONENT: Advocacy**
- Promotes youth development profession
- Promotes the University
- Is a catalyst for response to needs of youth and family
- Partners and collaborates with other youth organization professionals at the national, state, and local levels.
- Promotes positive youth development to decision maker