# Volunteer Pilot Project: Models for Corporate, Workplace, Teen, and Episodic Volunteerism in 4-H
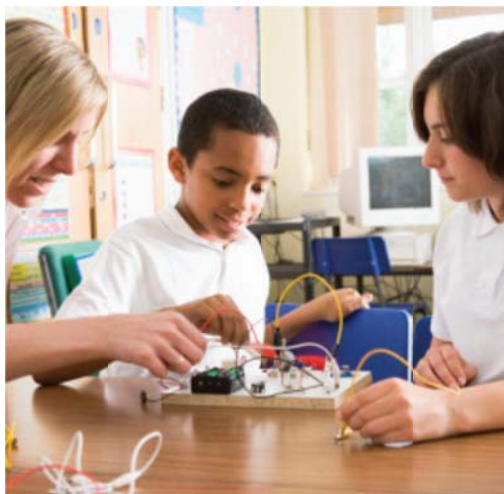
## Final Process Evaluation Report

June 6, 2014

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**Evaluator's Statement**

This document serves as the Final process evaluation report for the *National 4-H Volunteer Pilot* project sponsored by National 4-H Council with funding from Monsanto, the Noyce Foundation, and Lockheed Martin.

The process evaluation was implemented between March 1, 2013 and December 31, 2013. The evaluation was designed to monitor and evaluate the process of the National 4-H Volunteer Pilot Project across four State Projects in three Cooperative Extension organizations – Iowa State, University of Illinois, and University of Florida.  Each State Project implemented a pilot model in 2013 with variation in start dates and with a common end date of December 31.

Quantitative data for the evaluation were entered into an on-line data collection system. Access to the system was provided by the evaluator to project leaders for data entry, but only the evaluator had access to the actual dataset. The integrity and accuracy of the raw data rests with the individual staff members who tracked and entered the data. Qualitative data was collected directly by the evaluator and evaluation team during site visits.  The integrity and accuracy of the analysis and interpretation rests solely with me as the project evaluator. To this end, I certify that the analysis and results presented in this document are complete and accurate insofar as the data entered by the grantees were as well. Any questions or concerns about this report should be addressed to me.

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**Acknowledgements**

**Executive Summary**

This final evaluation report assesses the outcomes of the 4-H *Volunteer Pilot Project.*

Trained volunteers are vital to delivering quality 4-H programming and providing the connection and mentorship that youth need to thrive.  The purpose of the *Volunteer Pilot Project* is to identify the strongest strategies for recruitment and engagement of volunteers in order to replicate them throughout the 4-H system in future years.  The evaluators (University of Minnesota Extension Center for Youth Development) assessed four distinct pilot models, monitoring and analyzing the effectiveness of project operations, implementation, and service delivery.

The *Volunteer Pilot Project* builds on prior activities of 4-H to grow its base of volunteers: market-based research conducted in collaboration with Monsanto in 2011 to identify the groups most likely to volunteer; and, in 2013, to develop volunteer recruitment tools.  In 2013, three Cooperative Extension organizations – University of Florida, Iowa State University and University of Illinois – developed and implemented four distinct pilot models:

1) **Engagement of Corporate Volunteers Model** – **University of Florida** engaged Lockheed Martin employees at corporate locations throughout Florida to be mentors, club leaders and coaches. The project team focused on enhancing local partnerships and identifying factors motivating Lockheed Martin employees to volunteer.

2) **Development of Corporate/Workplace Volunteer Program Model** – **Iowa State University** built capacity for deeper partnerships between corporations and 4-H in Iowa. The project team used Volunteer Engagement and Activation Resources (VEAR) research and marketing materials to connect with potential corporate volunteers – with a focus

on creating public awareness about 4-H's STEM and healthy living programs, and the benefits of volunteering.

3) **SPecial INterest (SPIN) Clubs Volunteer Model – University of Illinois** demonstrated successful implementation of SPIN clubs throughout the state – recruiting youth who have not traditionally participated in 4-H to be part of short-term clubs focused on a special interest such as sailing, filmmaking or organic gardening. SPIN clubs are led by episodic volunteers who are experts in the particular topic. The project team created and tested resources that other state organizations can use to recruit SPIN volunteers and new youth participants.

4) **Teens as Teachers Model – University of Illinois** worked in four communities to recruit and train up to 40 teenagers to teach 4-H STEM concepts to younger children. Each teen was paired with an adult subject matter expert or mentor, and together they developed and implemented a teaching program for robotics, biotechnology, health and nutrition, gardening and filmmaking. The project set the stage for statewide implementation of Teens as Teachers, and created resources for national-level replication.

**Evaluation Goals**: The evaluation was conducted in order to describe, measure and monitor project implementation in all 12 local sites of the project, as carried out by the three university/extension systems. Focusing on recruitment, engagement and activation of new types of 4-H volunteers, evaluators defined the program theory for each of the four models, determined the common outputs generated by project activities and made recommendations for replication.

**Evaluation Activities:** Through a database that local project leaders logged information into, evaluators collected the following data points: potential volunteer contacts, engaged volunteers, activated volunteers, youth reached, and hours spent by volunteers in direct and indirect service to youth.

Evaluators conducted one in-depth site visit to one local project site for each of the four pilot models. During these visits and through subsequent follow-up, evaluators and local project leaders created diagrams for each pilot model. The model diagrams – which capture the outcomes and lessons learned for each pilot model – are key to understanding and articulating how the models can be implemented successfully on the local level, and how they can be scaled up or replicated nationally.

**Evaluation Results and Conclusions:** Major findings include:

- "Insider" contacts within companies are key to robust 4-H volunteer partnerships with corporations. These insiders have the role and authority to facilitate partnerships – and without them, national corporate partnership agreements are difficult to implement

locally. Evaluators and project directors identified strategies to develop insider relationships where they do not exist.

- Successful corporate/workplace volunteer partnerships require time and resources to ensure that the corporate volunteers can sustain their involvement in 4-H, along with flexibility in defining what 4-H is, at the local level. Pilot model staff need to be prepared to devote time needed for such elements as appealing and detailed job descriptions and training manuals for volunteers, and ongoing volunteer promotion and recognition. A loosening of traditional conceptions of 4-H allows new program approaches to flourish.

- SPIN clubs are most effective where there are dedicated coordinators or managers for them at the local level. The local coordinator is positioned to become a SPIN club expert in his or her 4-H area/region – and can ultimately help to create and sustain clubs throughout the area/region.

- The Teens as Teachers pilot model is compelling and powerful, but requires care, attention and commitment to each teen partner. It is a resource-intensive approach with the potential to catalyze a transformation in how 4-H staff work with young people.

## Overview of Pilot Project

The 4-H model is based around connecting youth to caring adults – many of whom are volunteering their time and talents to the 4-H programs in their communities.  Underlying this strategy is the belief that caring adults multiply the impact of research-based educational programs provided by the County Extension Service. The value of trained volunteers is key to delivering quality 4-H programming and providing the connection and mentorship that youth need to thrive. National 4-H Council invested in a new strategic plan for 2012-2015 that places the organization's focus on the critical importance of 4-H volunteers. Monsanto, the Noyce Foundation, and Lockheed Martin's support and collaboration in volunteer development is a highly valued component of Council's strategic progress.

Through Monsanto's collaboration with National 4-H Council, market-based research was conducted in 2011 to identify groups most likely to volunteer for 4-H. The result of this research enables 4-H professionals to target recruitment efforts towards potential volunteers in the communities who are most likely to respond positively.

In 2012, recruitment tools were developed based on the findings of this research. These tools were rolled out at the National Association of Extension 4-H Agents (NAE4-HA) Conference in 2012 and are now available online here: http://www.4-h.org/VEARtoolkit/. The volunteer recruitment toolkit also contains Volunteer Engagement and Activation Resources (VEAR).

Individuals identified as most likely to volunteer were categorized as Corporate/Workplace, Episodic and Diverse.  State 4-H organizations with promising volunteer models designed to reach these high potential volunteer audiences submitted proposals to National 4-H Council for consideration.  Iowa State was selected to lead the implementation of a Corporate/Workplace Volunteer model, University of Illinois was selected to demonstrate the SPIN Volunteer Model and the Teens as Teachers model, and University of Florida was selected to expand the Corporate Volunteer model resulting from a partnership between National 4-H Council and a national corporation with sites in Florida communities.

## Evaluation Approach

The University of Minnesota Extension Center for Youth Development conducted a process evaluation of the implementation with the four Pilot State grantees.  Two Pilot States tested strategies that focus on corporate/workplace volunteers (one specifically in the area of robotics), one Pilot State tested strategies focusing on Episodic volunteers, and one Pilot State tested the Teens as Teachers model (specifically in STEM subject areas).  The overarching goal of the evaluation is to describe, measure, and monitor implementation in each of the sites as staff recruit, engage, and activate new types of volunteers to work with youth in 4-H.  The evaluation was across and within local sites (12 total local units) and across states.
The overarching questions used to guide the evaluation were:
- Did the Pilot States successfully reach their respective grant deliverables?
- What strategies were successful and not successful in implementing the strategies for each project and why?

- What strategies could be replicated throughout the 4-H system?

**Target and Recruit**
Each Pilot State chose 2-4 Counties/local units where the work concentrated. Counties/local units further refined and adjusted strategies to **target and recruit** new types of volunteers such as Corporate/Workplace, Episodic, and Teens as Teachers.

**Engage and Activate**
These Pilot States, through their County/local units also developed strategies to successfully **engage** the new volunteers by enrolling, screening, preparing and supporting them in **active** volunteer roles with youth. Each Pilot State had a minimum number of volunteers they wanted to recruit, engage, and activate. Ultimately, the goal across all pilot projects was to identify broad, applicable recruitment and engagement strategies for replication throughout the 4-H system in future years.

Each of the Pilot State projects – Corporate Volunteer Engagement (University of Florida), SPIN Clubs (University of Illinois), Teens as Teachers (University of Illinois), Corporate/Workplace Volunteers (Iowa State University) - tested a unique model with variations in volunteer audience, recruitment strategies, and delivery approaches. A brief description of each model, and contact information, is provided below.

*Table A. Overview of Pilot Projects*

| Land Grant University | University of Florida | University of Illinois | University of Illinois | Iowa State University |
|---|---|---|---|---|
| **Model/Project Name** | Corporate Volunteer Engagement | Teens as Teachers | Special Interest Clubs (SpIN Clubs) | Corporate/Workplace Volunteers |
| **Focus** | Corporate partner adult employees/ 4-H volunteers | Older 4-H youth as Teen Teachers | Community adults as episodic 4-H volunteers | Community businesses and partner adult employees as 4-H volunteers |
| **Lead Staff** | Heather Kent, Northwest Regional Specialized 4-H Agent III, hckent@ufl.edu | Lisa Bouillion Diaz, PhD, Extension Specialist, lbdiaz@illinois.edu | Madonna Weese, PhD, Extension Specialist, mweese@illinois.edu | Chris Gleason, 4-H Program Specialist, cgleason@iastate.edu  Jane Hayes-Johnk, jhjohnk@mail.iastate.edu |

## Corporate Volunteer Engagement (University of Florida)

University of Florida Extension engaged Lockheed Martin employees at local Florida corporate locations as mentors, club leaders, and coaches for the last three years.  Both National 4-H Council and Lockheed Martin set a goal to expand and deepen the partnership by focusing on the relationships with other corporate campuses in Florida in 2013.  Building on the VEAR research, the Florida project team worked with a research firm to  conduct focus groups with Lockheed Martin employees to pinpoint what motivates them to volunteer with 4-H.  The 20+ employees already engaged were interviewed, and a group of employees who were not yet engaged were interviewed.   This information, coupled with the volunteer segment research laid the groundwork for developing a corporate volunteer model.

Strategies that have been successful to recruit and engage corporate volunteers in the past include:
1. Utilizing word of mouth;
2. Having a 4-H presence and interactive activities during the company family picnic day, and
3. Spotlighting 4-H clubs during employee luncheons.

In addition to expanding and building upon these successful strategies, the project team planned and implemented professional development for Extension staff.  The existing resources included:
- VEAR research findings and toolkit resources,
- Everyone Ready online training modules, and
- e-academy sessions (professional development provided through National 4-H Council) on engaging science volunteers and partnerships.

Local partnerships were deepened or initiated by local staff.  The pilot project aimed to recruit 5 new corporate volunteers in each of three Florida sites.
Depending on the type of volunteer recruited (club leader, project leader, coach/mentor, camp, afterschool, advisory, or episodic), necessary orientation and training tailored to the role and interests of the volunteer were planned.

## SPIN Clubs (University of Illinois)

During the last four years, Illinois 4-H youth development staff have legitimized SPIN Clubs and integrated this new delivery method statewide.  SPIN Clubs, shorthand for SPecial INterest, are sustained learning experiences for youth on a topic of interest. The clubs meet for a defined time, a minimum of six sessions. SPIN Clubs are led by episodic volunteers who are experts in the topic. The potential topics are almost endless and often allow youth to explore topics that are typically not offered as traditional 4-H projects, such as, sailing, organic gardening, filmmaking, and food science. Some clubs have focused on popular 4-H projects.

SPIN Clubs are intended to recruit youth who typically have not participated in 4-H community clubs. They are especially effective in recruiting new youth in urban areas. SPIN Clubs have been effective in recruiting both new youth and new episodic volunteers to Illinois 4-H. When the SPIN model was piloted during the 2009-10 club year, 68 SPIN Clubs were formed with 851 members and 125 episodic volunteers. During 2011-12, those statistics increased significantly -- 213 SPIN Clubs involving 2353 members and 509 volunteers were engaged.

The SPIN club model was viewed in Illinois Extension an effective way to recruit, engage, and activate new episodic volunteers, introduce new youth to 4-H, and raise the visibility of 4-H in underserved areas. It has also generated excitement in Extension staff, revitalized the 4-H program, recruited volunteers who are passionate about sharing their knowledge and skills with youth, provided an effective way to increase enrollment, and strengthened the 4-H club model. The project was designed to demonstrate the implementation of the SPIN Club model and to create and test resources for replication by other state organizations as a strategy to recruit episodic volunteers and reach new youth.

## Teens as Teachers (University of Illinois)

The Illinois 4-H program has successfully tested and implemented a Teens as Teachers model which both engages youth as volunteer leaders and is a key delivery strategy that brings 4-H STEM programs to diverse youth audiences. This project expanded the model in Illinois and prepared resources for replication at the national level.

4-H Teens as Teachers initiatives in Illinois have included summer nutrition camps (50 teen leaders reaching over 2000 youth), biotechnology programs involving 20 teen leaders and reaching over 100 youth, robotics clubs led by 4-H robotics teen members, and 4-H National Youth Science Day experiments facilitated by nearly 300 Illinois teen leaders in 2012.

In January 2013, "Teens as Teachers" was identified as a statewide priority area. A key objective was to build on the successes of existing models, and to develop processes for scaling up best practice strategies for involving teens as volunteer leaders/teachers. Additionally, the expected outcomes for Teen Teachers as youth participants were internally measured and evaluated by the grantee to support best practice use nationally.

The project aimed to recruit 16-40 youth (at least four youth at each site) from four communities in Illinois to serve as a pilot group and advisory for future "Teens as Teachers" efforts across the state. Youth were organized in teaching pairs with subject matter experts and adult mentors in five STEM program areas: 1) robotics, 2) biotechnology, 3) health and nutrition, 4) gardening, and 5) video/filmmaking. Youth from the four target communities gathered with their adult mentors on the University of Illinois, Urbana- Champaign campus for three training and planning retreats.

Each pair of teen teachers implemented a STEM program for at least 20 youth in the summer of 2013 (160-400 youth total), and each pair implemented a second STEM program for 20 youth in

the fall of 2013. The culminating retreat in November 2013 focused on collaborative design of program support materials for use in replication

## Corporate/Workplace Volunteers (Iowa State University)

Iowa State University, with its local Extension offices and partnerships, set a goal to build the capacity for deeper community partnerships through 4-H and volunteerism. An essential first step in this project was to build the capacity and plans for field staff to effectively partner with businesses and corporations in selected communities. Volunteer Engagement and Activation Resources (VEAR) were integrated into the model to inform the design for identifying, recruiting, and training new volunteers to deliver 4-H programs in three counties: Clay, Louisa, and Muscatine. 4-H program specialists and county staff were systematic in designing the look and feel of this approach in the project counties.

Multiple public-private partnerships were developed to accomplish this initiative. Marketing campaigns were put in place to create awareness and knowledge around STEM, Healthy Living, and the benefits of volunteering. The VEAR research and marketing materials were used to connect with corporations/workplaces to identify and engage new volunteers willing and able to provide hands on learning and mentoring opportunities for youth.

# Evaluation Reporting

The evaluation design is a mixed-method approach to develop a grantee-by-grantee and an across grant description and assessment of 1) the emerging program theory for each model, 2) common outputs during the pilot across the Pilot States, 3) a multi-perspective view of the success of Volunteer Engagement Activation Resources (VEAR), and 4) recommendations for replication of model-specific strategies in other Extension programs. Three of the four Pilot States tested strategies and models directly related to the VEAR, and the fourth Pilot State developed deliverables specifically designed for a Teens as Teachers model.

## Methods

Local site staff recorded data points on common inputs and outputs across the grant in an online survey tool/database twice during the grant period. Records from VEAR Pilot Project conference calls, grantee staff interviews, volunteer focus groups, and notes from site visits were used to further document the program processes and a visual representation of the emerging program model for each grantee.

## Findings

Implementation:  Common Data Points and Program Process

Lead staff from each grant worked with the evaluator to identify key implementation inputs and outputs that were tracked across the project. These included;
1. The type and number of **organizational contacts**,

2. The number of **potential volunteer contacts**,
3. The number of **engaged volunteers** (which is defined as those volunteers who complete the screening process),
4. The number of **activated volunteers** (which is defined as those volunteers who participate in training and/or begin direct or indirect work with youth),
5. The number of **youth reached** by this group of volunteers,
6. The number of hours spent **serving youth directly**, and
7. The number of hours spent **serving youth indirectly**.

Additionally, the Iowa Corporate/Workplace Pilot also collected the number of hours that staff spend preparing for and building partnerships with corporate and workplace stakeholders.

As of December 31, 2013, the four pilot projects collectively contacted **294 organizations** as part of this grant effort. The majority of the organizations were educational, corporate/business, and nonprofit types with each pilot model making contacts primarily of one type. It should be noted that the Florida pilot is designed to work solely with one corporate partner – Lockheed Martin – and therefore did not make the number of organizational contacts as other pilots.

*Figure A.*
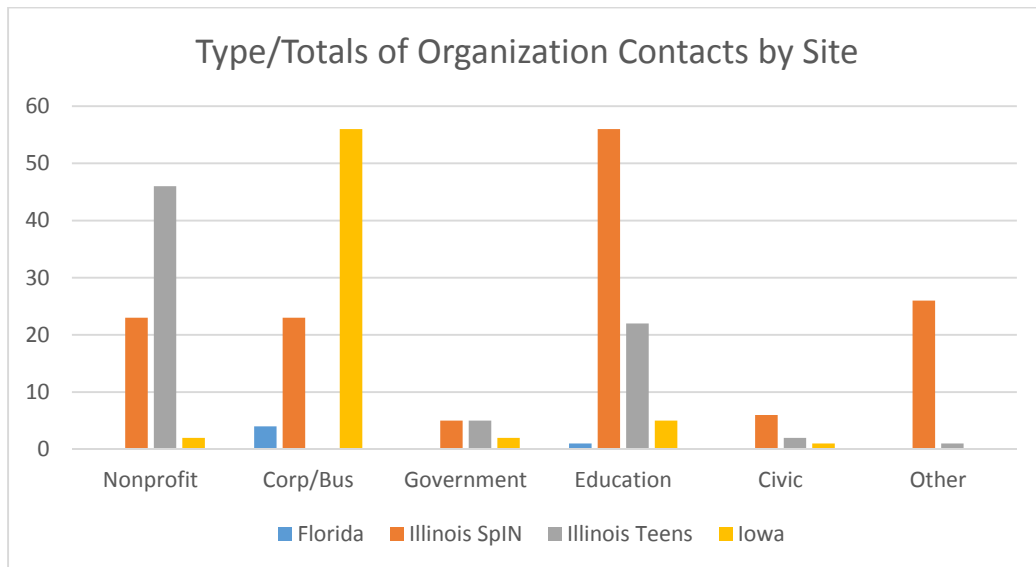


As of December 31, 2013, the four pilot projects collectively contacted **645 potential individual volunteers** (teens and adults), **engaged/screened 461 volunteers**, and **activated 370 volunteers.** (Note: The Illinois Teens as Teachers pilot is purposefully designed to limit the number of Teen Teacher volunteers at each site to a maximum of ten Teen Teachers).

*Table B. Common Data Points by Pilot Project*

| | Florida Corporate Volunteer Pilot | Illinois SPIN Club Pilot | Illinois Teens as Teachers Pilot | Iowa Corporate/Work-place Pilot | Total Number |
|---|---|---|---|---|---|
| Potential volunteer contacts | 20 | 330 | 142 | 153 | **645 contacts** |
| Engaged volunteers | 2 | 296 | 87 | 76 | **461 volunteers** |
| Activated volunteers | 3 | 285 | 59 | 23 | **370 volunteers** |
| Youth reached | 20 | 1,713 | 1,570 | 117 | **3,420 youth** |
| Hours volunteers spent serving youth directly | 3 | 1,425 | 871 | 95 | **2,394 hrs.** |
| Hours volunteers spent serving youth indirectly | 30 | 707 | 336 | 46 | **1,119 hrs.** |

## Program Models and Strategies Tested During Grant

Each of the four pilots tested a set of strategies that, when purposefully connected, represent an emerging model based on programmatic assumptions and actions.  These four program models are distinct and at varying levels of detail and are assumed to be embedded in the overall 4-H program model.  Not only are volunteers providing inputs in the 4-H program model, they represent a porgrammatic audience with their own set of needs, issues, and problems that result in programmatic strategies, outputs, and outcomes.  The volunteer program models are a "program within a program."

Site visits were made by the evaluator in collaboration with lead staff at one local sites in each of the pilot projects with a member of the project team.  A diagram for each program model was co-developed with the lead grantee staff and these diagrams highlight the successful strategies across the sites in each project.   Site visit reports from the evaluator*[1], along with reports made by the grantees, are included in the appendix of the report.

The Corporate Volunteer Model in Florida 4-H is an example of a national corporate partnership between Lockheed Martin and National 4-H that lends strength to, and enables, partnership opportunities in local sites.  The corporation has numerous sites across the United States and multiple sites across the state of Florida.  The partnership between University of Florida and

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[1] The University of Florida project lead staff member participated in a face to face planning meeting with the evaluator rather than a full site visit.

Lockheed Martin is ongoing, yet the current pilot met with challenges related to the complex layers of the partnership, which was initiated at the national level through National 4-H Council and national leadership of Lockheed Martin.

The grant PI worked throughout the grant period to understand and articulate the model for translating and transferring a partnership from a national level to the local level.  This model, which identifies the strategies taken to get from the national partnership agreement to the "ask" or recruitment of an individual employee, was identified over the course of the process evaluation.  Figure B illustrates the "pre" program model for the **Corporate Partnership Model** as it came to be understood by the grant project staff.

**Figure B. Corporate Partner Volunteerism: Pre - Theory of Change**

```
Corporate Leader          Formal Gatekeeper         Is there a              Yes      Local Site Corporate
agees to national   →     Corporate contact at  →   local guide?      ↗              Guide
partnership to pilot in   State level                                                                        ↘
big markets                                                            Internal Aff'nity Group  →   Specific "Ask" by
                                                                       ↘                             Educator or Guide on
                                                                       No    (If no internal         behalf of Extension
                                                                             corporate guide)    ↗
                                                                             External Corporate
                                                                             Ambassador
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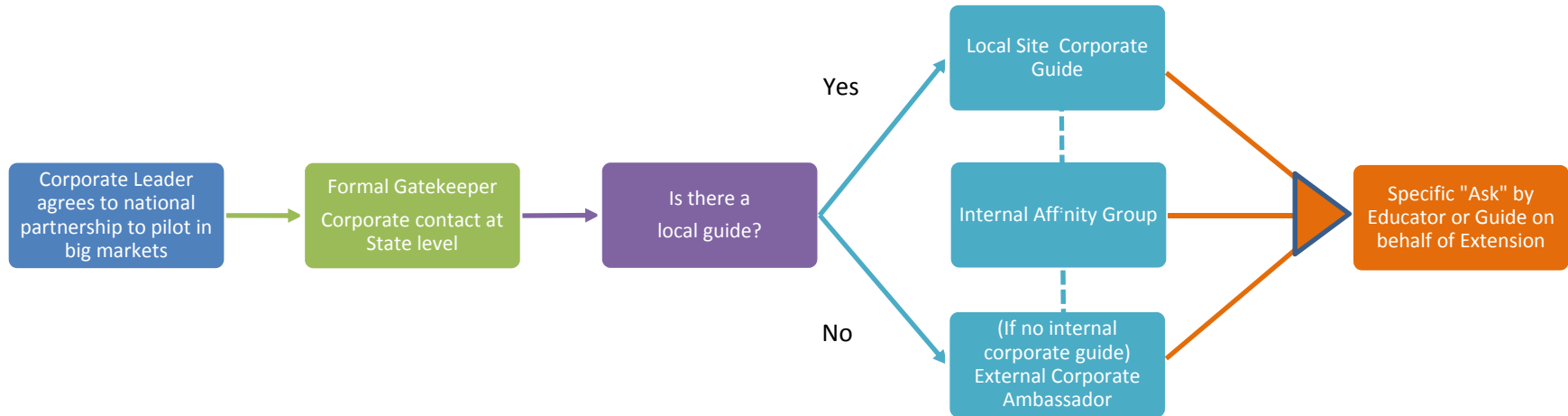
**Definitions of terms:**

*National Partnership* – Individuals with national roles who initiate a level of partnership that leverages positional power in the two organizations, initiators help define corporate values and initiatives, roles can provide resources and access, partnership is initiated several "layers" outside scope of local educator role in 4-H.

*Formal Gatekeeper* – Organizational contact at the state level, an internal staff member who facilitates partnership and access to employees, informational clearinghouse infrastructure re: outreach & volunteer opportunities for employees, could be voluntary or formal role.

*Local Corporate Site Champion* – A corporate insider with personality that fits the role, sees value in the goals and shared outcomes, is a connector, has strong internal network both formally and informally, champions the effort, affiliation with the partnership benefits guide (who they are, what they care about), ideally has supervisory support role.

*Internal Affinity Group* – A group of employees who share common interest or passion, group gathers regularly, provides a communication network, hosts events that can be leveraged for identifying and engaging volunteers.

*External Corporate Champion* – This contact partner is not typically an employee but has a strong, legitimate internal network (e.g. past intern, family member of employee), credible and respected, could be a paid/contracted role, is a Connector, champions the shared effort/partnership.

*Key processes:*
***National Partnership Strategies*** 1:  a) Understand formal structure and informal power/control, b) match level of engagement with goal, c) re-engage at this level as leadership roles shift and changes, d) name primary motivators and shared values and be ready to re-negotiate as climate changes, e) agree on outcomes & provide orientation to 4-H program model/value, f) assess how corporate culture will accept national partnership (e.g. top down, local autonomy, high level of choice), g) name expectations and provide clear communication to those accountable for implementing, h) build in flexibility and promote tolerance of partners (e.g. STEM-only volunteers versus cross content areas), i) determine supports for employee volunteerism locally (e.g. procedures, rewards, limits).

***Formal Gatekeeper Strategies*** 2:  Establish preferred methods for communications and engagement, provide orientation to 4-H program model and value (see a – I in Strategy 1).   If this partner contact is not willing or able to host on campus events or serve as point of contact, ask them to suggest a corporate champion and affinity group.  Focus on relationship building, flexibility and perseverance with this partner contact.

***Local Site Corporate Guide Strategies*** 3:  Select sites that mesh well with local Extension program and with workforce that reflects demographics of target volunteers for the project, provide orientation on local needs and the 4-H program model, negotiate resources and supports for volunteers, co-design volunteer engagement strategies on or off-site with guide, help shape corporate guide's communication approach for effectiveness.
***Internal Affinity Group Strategies*** 4: Take a marketing approach, provide group outreach to build awareness and to reach individuals with opportunities to volunteer, craft episodic opportunities for engagement, share common goals, keep the "ask" fresh and updated, establish preferred methods for communication, employ Volunteer Engagement and Activation Resources practices, avoid overwhelming this group by establishing a "just enough" approach.

***Corporate Ambassador Strategies 5:*** Back up agreement with documentation and clarity about partnership, provide orientation to 4-H program model and value (see a – I in Strategy 1), provide resources as needed, co-design engagement strategies on/off site, craft a recruitment role for ambassador.

***Corporate Volunteer Strategies 6:*** Provide role description, provide screening pathway based on role, orientation and training, apply VEAR practices for recruitment, recognition, and rewards.

Figure C illustrates the emerging program model for the **SPIN Club model** from the University of Illinois based on the grant team's input and the input from volunteers and staff.

Figure D  illustrates the emerging program model for the **Teens as Teachers model** from the University of Illinois based on the grant team's input and input from Teen Teachers.

Figure E illustrates the emerging **Corporate/Workplace Partnership Model** from Iowa State University reviewed by the grant team and with input from the volunteers and staff involved in the grant project.

**Figure C. SPIN Program Model**

| Needs/Networks | 4-H Support | SPIN Club Model | Youth and Systems Outputs/Outcomes |
|---|---|---|---|

**Needs/Networks**

**Key Assumptions**

A volunteer experience that has a defined beginning and ending timeframe appeals to potential adult volunteers with busy schedules.

Adults are often willing to make a short-term, episodic commitment to teaching young people.

An episodic volunteer experience can be repeated, extended, or expanded as desired by the volunteers.

**Community**

Potential volunteers vary in their motivators, their communication preferences, and their learning styles.

Youth serving organizations want to provide youth with sustained learning experiences.

**Extension**

Staff make face to face connections with individuals; relationship-based recruitment approaches.

Staff build partnerships with youth serving organizations; identify pools of volunteers.

Convey 4-H culture to meets community needs; as flexible and open to co-create new project areas, youth as leaders, youth interests.

**4-H Support**

Dedicated staff team – e.g. .10 Educator; .50 Coordinator; PT Marketing staff.

VEAR tools for staff development and marketing.

Prepare engaged volunteers and partner staff with 4-H foundation and positive youth development practices.

**SPIN Club Model**

**Staff Role**

Work related to getting clubs up and running; marketing SPIN clubs to youth and parents.

Observations at club meetings, debrief, and develop individual planning for training.

Obtain supplies for club activities.

Post-club assessment with vols: recruiting, advertising, number of youth, location, what they needed.

Connect vols with other 4-H program support and infrastructure as needed, for example horse spin clubs.

**Adult Volunteer Role**

Design and implement six week project-based club; with service project and culminating event.

Coordinate volunteers and youth leaders.

May continue with same or progressive design with new or same youth.

**Youth and Systems Outputs/Outcomes**

Increasing enrollment of youth and volunteers.

Continuing SPIN clubs.

Sustained learning experience, youth in leadership roles, with showcase, capstone, or service project.

Youth sense of belonging and mastery; connection to caring adult.

Opportunity to connect to 4-H network and/or to continue SPIN – "Driving Deeper."
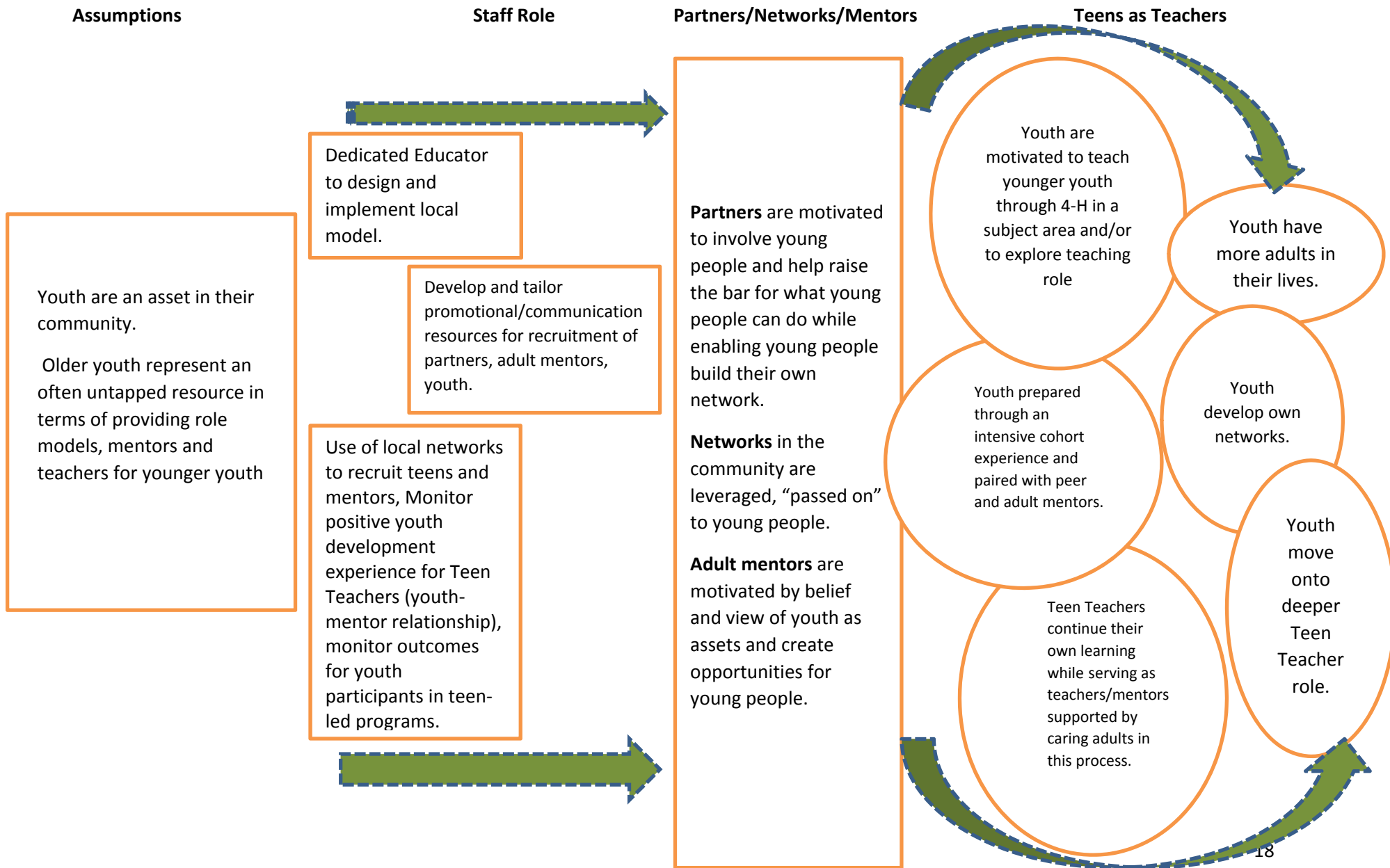
**Figure D.  Teens as Teachers Program Model**

**Assumptions**

Youth are an asset in their community.

 Older youth represent an often untapped resource in terms of providing role models, mentors and teachers for younger youth

**Staff Role**

Dedicated Educator to design and implement local model.

Develop and tailor promotional/communication resources for recruitment of partners, adult mentors, youth.

Use of local networks to recruit teens and mentors, Monitor positive youth development experience for Teen Teachers (youth-mentor relationship), monitor outcomes for youth participants in teen-led programs.

**Partners/Networks/Mentors**

**Partners** are motivated to involve young people and help raise the bar for what young people can do while enabling young people build their own network.

**Networks** in the community are leveraged, "passed on" to young people.

**Adult mentors** are motivated by belief and view of youth as assets and create opportunities for young people.

**Teens as Teachers**

Youth are motivated to teach younger youth through 4-H in a subject area and/or to explore teaching role

Youth have more adults in their lives.

Youth prepared through an intensive cohort experience and paired with peer and adult mentors.

Youth develop own networks.

Teen Teachers continue their own learning while serving as teachers/mentors supported by caring adults in this process.

Youth move onto deeper Teen Teacher role.

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**Figure E. Iowa Corporate/Workplace Partnerships Model**

| Context | 4-H Youth Development | Community Corporations/Workplaces | Outputs |

The local community is a network of opportunities for partnerships and potential volunteers regardless of previous familiarity or experience with 4-H and/or Extension

Extension leadership and vision at the local level sets the stage for transforming and cultivating community partnerships

Each county has unique needs related to building staff capacity to lead volunteer systems and to initiate partnerships

Provides a staff team with volunteer management and leadership roles shared across team members

VEAR tools, Volunteerism for the Next Generation, Grow 4-H provide foundation for staff development and initiating a volunteer recruitment plan

Demonstrates model for positive youth development and experiential learning

Partnership efforts and relationship

Potential corporate/workplace partners are motivated by the benefits to their strategic direction and investment in the community

Partner needs for training, curricula, resources vary and the sharing of needs and resources grows with the partnership

Corporate and workplace partners can often support/compensate employees for volunteer roles and provide resources to support programming

"4-H Champions" inside corporations aid in connections

Excited Volunteers

Engaged Youth

Quality youth programs

"We make sure that there is something here for every youth"

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# Conclusions and Recommendations

The process evaluation and the methods were guided by three primary questions related to the VEAR Pilot Grant Project:

- Did the VEAR Pilot State grantees successfully reach their respective grant deliverables?
- What strategies were successful and not successful in implementing the outcomes of the project and why?
- What strategies could be replicated throughout the 4-H system?

Each of the four grantees have provided a complete overview of their progress toward their respective deliverables, including webinar presentations to an Extension audience in March 2014 to present their latest lessons learned, resources, and offers for further collaboration. The goal to identify and communicate about the progress and potential of the four distinct volunteer models within the context of the VEAR framework was met with the support of National 4-H Council and National Headquarters leadership and staff.

Each of the grantees and the pilots engaged in active program design and development during the course of the process evaluation. Even within grantee projects, what constituted as "success" in the implementation of the program model varied from local site to local site. The program model diagrams capture the common successes or lessons learned for each grantee's program model. These common successful strategies were co-identified by the project team and the evaluator and informed by the volunteers and local staff who shared their experiences during the site visits and are documented in the site visit reports in Appendix A. Each grant project's lead staff contact is available to consult about the replication of these four models in other state organizations. The detailed documentation of written recommendations for replication for each project is also included in Appendix C of this report.

From an evaluation perspective, broad implementation considerations are highlighted here. These are lessons about each of the pilots that were apparent from the outside and were confirmed through the site visits and through discussion with each of the project leads.

For example, an important local adjustment for the University of Florida was the realization that the corporate partnership model (Figure B) includes the pre-assessment and corresponding strategies at each corporate campus for the presence, or absence, of key "insider" contacts who had both the role and the authority to facilitate the partnership. Without these individuals, the national corporate partnership agreement could not be acted upon. The local inside contacts made it possible for Extension staff to enter the campus and to provide information to employees both in person and online. The program model outlines the assessment points that other state organizations can use to move the partnership into a local corporate site.

In the SPIN Club pilot (Figure C), the grant provided the resources to support local staff who helped to coordinate and manage the blossoming interest in and increasing numbers of SPIN Clubs that emerged before and during the grant period.  These individuals became instrumental in the ongoing success and sustainability of the model at local sites and each was emerging as a "local Extension expert" in what it takes to sustain SPIN Clubs in their respective communities. As a result, successful replication points to the need for dedicated SPIN Club coordinator/manager at the local level – either through re-assignment or expansion of roles.

In the Teens as Teacher pilot (Figure D), District Educators, who work with multiple county areas, took lead roles working directly with the teen teachers.  One Educator, new to Extension, expressed that her work with the Teens as Teachers program was something that she was doing initially "24/7" as a way to seed an ongoing network of teen leaders.  This model was helping her to lay the groundwork for her program development as an Educator.  The care, attention, and commitment to each of the individual teen partners that was fostered in the Teens as Teachers program in the Illinois communities has to be held up and considered carefully by other states as part of the replication process.  This model has the potential to catalyze a transformation in the way that 4-H staff work with and partner with young people.

States considering replication of the corporate/workplace partnership model (Figure E) will learn that staff development is a primary element that takes time and resources. The decision to prepare staff for this way of working in the community must factor in the readiness of the staff group so that momentum is sustained during the time that it takes to launch the model. One Iowa site implemented the "model" prior to the grant period as it was representative of the "new way of working" that had emerged in the Extension office (across program areas) with key leaders who came to Extension with experience and skill in nurturing and navigating new partnerships.  This team was able to loosen the thinking about "what is 4-H?" to let in new programming approaches that are offered alongside more traditional 4-H programs.  The learning that was emerging from some of the experimental co-offerings with partners centered around being clear and definitive about the value that the 4-H model offers in partnerships, while also allowing the loosening of 4-H to occur so that new ways of working with youth and engaging youth could emerge through the partnerships.

# Appendix A. Grantee Reports and Site Visit Reports

**University of Illinois SPIN Clubs**

Description and Documentation of Implementation at Each Site

The Champaign Unit 4-H staff and marketing staff, the Rock Island Unit 4-H staff and marketing staff, and the grant PI met twice a month to share progress reports, review and revise marketing and volunteer recruitment materials, develop SPIN volunteer training resources, and align development work with the VEAR model. This SPIN Grant Team developed a marketing plan to brand, promote, and develop the Illinois SPIN delivery model. The grant team developed resources and training materials that they used in training new SPIN volunteers. These materials were adopted based on their effectiveness and efficiency in training volunteers.

University of Illinois Creative Services created a visual identity for the 4-H SPIN resources and relied on the VEAR study to inform that process. The SPIN brand was integrated into customizable templates, the SPIN website, printed materials, social media, video bumpers, and online forms.

The Grant Team contracted with Mickle Communications to develop 10 YouTube style videos for SPIN volunteers training that focus on a single topic, such as ages and stages of youth development or risk management best practices. Mini iPads were purchased so staff could collect real world video of youth while they are participating in SPIN club experiences. The videos will appeal to a broader range of potential volunteers identified in the VEAR study. The videos will be posted to and accessed from the new SPIN website and/or Facebook page that are under development by the UI Extension web development office.

Illinois 4-H staff administered the SPIN Club Experiences questionnaire to a sample of 135 SPIN club members in the participating units to determine if SPIN clubs provide members with positive youth development experiences. The U of I Survey Research Lab provided the following analysis.
1. A sample of 135 youth who participate in the 4-H SPIN clubs indicate a strong sense of belonging to a group and having a sense of connection with that group…
    a. 93% of 4-H youth feel included in the 4-H program
    b. 96% receive help from 4-H adult volunteer leaders and others when they need it
    c. 94% of 4-H youth say adult leaders listen to what they say
    d. 86% feel comfortable sharing ideas at 4-H

2. As a result of being a member of a 4-H SPIN club, youth develop independent life skills
    a. 88% of 4-H youth indicate that 4-H helps prepare them for their future
    b. 78% of 4-H youth help make decisions of what happens in 4-H
    c. 79% do things in 4-H that help them think about a career

3. 4-H contributes to increased awareness of the role youth play in a community and how they can positively impact their community…

a. Through 4-H, 83% of youth are able to work on service projects that help the community
   b. Because of 4-H activities, 92% of 4-H youth are encouraged to help others
   c. 85% of 4-H members can identify ways to make a difference in their community

4. 4-H club experiences increase the knowledge and skills of 4-H youth…
   a. 88% of 4-H youth share or teach others because of their 4-H club experience
   b. 88% of 4-H youth work together to set club or group goals and independently set goals   for individual growth

Two of the University of Illinois Extension units participated in the SPIN grant program and the September 2013 site visit took place at a site within Unit #7 in northwest Illinois.  Unit #7 includes Rock Island, Henry, Mercer, and Stark Counties. The unit is staffed with a Youth Development Educator and a Metro Educator, both with almost 25 years of experience in Illinois 4-H. They are supported by three Program Coordinators. Rock Island staff have successfully partnered with other community agencies and groups to conduct SPIN clubs. The goal of the grant project was not only increase the number of SPIN clubs in Rock Island County, but to further integrate the program into the other three counties.

Rock Island is a major city in what is known as the Quad Cities, a region with a population approaching 400,000 that includes the counties of Rock Island, Henry, and Mercer, and Stark. Rock Island County is the largest of the four with a population of approximately 147,546 and a minority population of 15% with 12% of the population Hispanic.  Henry County has a population of approximately 50,486 with a 4% minority population and 5% Hispanic.  Mercer County had a population of approximately 16,434. Stark County is a rural county to the east of the Quad Cities with a population of about 6,000.

Three staff members from Unit #7 were interviewed and/or met with the evaluator during the site visit.  A group of six volunteers met with the evaluator and the University of Illinois curriculum specialist in a focus group.

A second unit also served as a SPIN pilot site. Unit # 13 in East Central Illinois includes Champaign, Vermillion, Ford, and Iroquois Counties. The unit is staffed with a Youth Development Educator and a Metro Educator. They are supported by four Program Coordinators. Unit #13 has organized more SPIN Clubs than any other unit. Because of this, two of the Program Coordinators were added specifically to work with SPIN Clubs.  Champaign County is the largest of the counties and is home to the University of Illinois. It has a population of 202,500 with approximately 25% minorities and 5% Hispanic. Vermillion has a population of approximately 81,500 with 17% minorities and 5% Hispanic. Ford and Iroquois Counties are both rural with predominately Caucasian populations. Two staff members from Unit #13 were interviewed by the evaluator online during the September visit.

At the beginning of the grant period and evaluation, three key assumptions were identified as central to the design of the SPIN Model:

1. A volunteer experience that has a defined beginning and ending timeframe appeals to potential   adult volunteers with busy schedules,
2. Adults are often willing to make a short-term, episodic commitment to teaching young people,
3. An episodic volunteer experience can be repeated, extended, or expanded as desired by the volunteers.

The changes that are brought about (theory of change) with volunteers focus specifically on the model's ability to attract new volunteers and new youth:
1. One on one conversation's with potential adult volunteers to identify their talents and interests, combined with sharing goals to teach life skills and to have a positive impact on the next generation, are effective in recruiting new volunteers.
2. In turn, the new project clubs provided by the volunteers attract new youth to 4-H and multiply the benefits from the 4-H experience.
3. The site visit methods were designed to help staff and volunteers to reflect on the model so that it could be given further detail and elaboration based on each individual's perspective and experience during the grant period.

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## SPIN Club Volunteer Focus Group

Six adult volunteers who lead SPIN Clubs in Unit #7 (Rock Island, Henry, Mercer, Stark counties) were recruited by staff to participate in a focus group related to their experience in the SPIN model during the current grant.  Table 1 provides an overview of the SPIN project type and club description represented by the volunteer participants.

*Table B. SPIN Club Volunteer Focus Group Participants*

| Club topic | Schedule for SPIN club | Estimate of direct and indirect hours leading club | Number of youth in one session |
|---|---|---|---|
| Robotics for 9 – 14 year old youth | Week long camp – five sessions @ 3 hours each | 15 hours direct 8 hours self-training and prep/clean - up/coordinating Teens as Teachers | 9 youth |
| Robotics | Weekly club meetings for six weeks | 12 hours direct 18 hours prep/clean-up | 15 youth |
| Shooting Sports | Weekly club meetings for 8 weeks | Coordinating multiple volunteers; 3 day certification process Coordinating with Educator re: structure and risk management 16 hours direct 20 hours indirect | 72 youth |
| Goats | Weekly club meetings for six weeks | 12 hours direct 6 hours prep/transporting animals to lease | 9 youth |
| Quilting | Weekly club meetings for six week | 19 hours direct 8 hours prep/clean-up | 6 youth |

Volunteers in the focus group were asked a series of questions about their role, their activities, their motivations, barriers and benefits related to their SPIN Club experience. Their responses are summarized below.

*What does a SPIN volunteer leader do?*
Volunteer focus group participants listed three major areas that describe the role of a SPIN volunteer; 1) Decide what the content of the club will be and how to present that topic, 2) Recruitment and preparation of other volunteers based on ideal number of adults to youth given the topic, and 3) To think like a new learner who is also a youth. The group agreed that it is difficult to give a clear definition of what a SPIN volunteer does because it depends on whether or not that project area is "start up" or already established in 4-H and the adult volunteer's previous experience with that project area and working with youth.

*Why did participants become a SPIN club volunteer?*
To a person, each volunteer participant agreed that they are involved because they want to grow the interest in their particular project area, either professionally or as a hobby. For example, the quilting volunteers are interested in growing the membership of the Quilters' Guild, the Shooting Sports volunteer is interested in increasing the numbers of safe shooters,

the Goat volunteer wants to help youth get interested in goats, and the robotics volunteers both want to increase interest in FIRST Lego League and/or the STEM field. Participants also mentioned that it is fun, that they are giving back to 4-H, that they enjoy seeing youth get excited about their learning, that they want to expand their own horizons and advance their own learning and self-worth.

*What are some of the doubt volunteers had about being a SPIN club volunteer?*
One participant, who stated that he was recruited as a robotics expert, had to think twice about "spreading himself too thin." Others relayed that it would be possible to feel overwhelmed, and that they wondered if they could help youth to make a product within six weeks. Another volunteer, who has no youth work or teaching experience, wondered about whether he could "teach" a larger group of youth. Another participant wondered about his ability to coordinate other volunteers that he knew were needed to carry out the SPIN club.

*What makes the model work well for the volunteer?*
Even so, with these doubts in mind, the participants shared that they decided to proceed as a SPIN club volunteer because the 4-H staff were able to assist with obtaining the supplies and getting the supplies to the club location. The participants emphasized the importance of the volunteer being prepared and that there are efficiencies that can be built into this training by offering tailored, one-on-one lesson planning assistance for volunteers who need more preparation. Volunteers who did not get face to face time with 4-H staff mentioned this as a drawback and as something that would have enhanced their experience. In summary, the focus group participants concluded that personalized preparation was probably necessary for the new volunteer based on their background, the topic, and their supply needs.

As the focus group participants discussed their SPIN club experiences, they shared ideas and tips about how they structured and led the SPIN club with each other. This was a positive byproduct of the focus group and could be transferred to the SPIN club model. Additionally, some of the participants shared examples of how new SPIN clubs have formed as a result of their professional and interest networks in the community

*Set a goal to set up 20 new clubs with volunteers – one coordinator nearly met that goal in one season.*

## SPIN Club Model Staff Interviews

Five staff members from Units #7 and #13 participated in interviews to further describe "what happens", "how much did it take" and "how does it work" related to the SPIN Club model in their site. Staff work in roles of Educator with supervisory responsibilities, Coordinators who work directly with volunteers and/or are dedicated "boots on the ground" for SPIN Clubs, and the Specialist who provides state leadership for the grant. Each staff participant reviewed the assumptions and major strategies of the SPIN Club model and provided further details to the concepts, the inputs, and the outputs for a successful SPIN Club.
Figure 1 represents the input from staff. Illustrative quotes that give further definition to the volunteer model are listed below.

- *Staff Quotes.*
- *"Be specific in "the ask"; be clear but flexible."*
- *"This (the SPIN Club growth) has snowballed.  People call me and say "I think we should have _____(insert new SPIN Club idea here)!"*
- *"In Fall 2013, I helped start 15 – 19 new clubs."*
- *"Think of it like a puzzle….right now you can't use that piece….keep that volunteer in mind and look for places where they can fit."*
- *"Have to be flexible and adapt to interests of volunteers to keep them connected even if youth don't sign up (this time)."*
- *"It is easy to distinguish who is passionate and who is not.  You can tell from initial conversation if they are going to volunteer or not."*
- *"We spend a lot of time…talking about the development of a 4-H culture.  We use the pledge, we develop traditions and rituals as these are the tools that develop cultures. I talk about the importance of developing culture and using traditions and rituals to do that.  To give young people a place that is different from their other environments…it is a new environment.  We do call and response…this is what it means to be 4-H…Good better best, never let it rest, until your good is better and your better is best!"*
- *"If I have a SPIN club at a site, then I can walk in when it is scheduled and I will see a planned organized high quality program being offered at that time with youth in leadership roles and they are doing a service project making a difference in their community."*

## University of Illinois Teens as Teachers

Teens as Teachers are older youth who are organized in teaching pairs with subject matter experts and adult mentors in five STEM program areas: 1) robotics, 2) biotechnology, 3) health and nutrition, 4) gardening, and 5) video/filmmaking. Teen Teachers teach younger youth through 4-H programs. The first wave of educational experiences for younger youth will be offered during the summer months of the grant period. Three retreats were offered throughout the year on coordinate campuses for the older youth (June, August, and November) and were progressive in nature; scaffolding skills and building upon the experiences of the teen teachers.

The recruitment strategy for Teens as Teachers is an important feature of the model and each of the four sites is unique in how the youth were recruited. Each site in the pilot project committed to involving at least 4 teen teachers working in pairs. The first retreat in June was attended by approximately 10 youth from each of four sites for a total of 38. The common data gathered during the evaluation illustrates the effort that goes into the recruitment for this intensive role. Over 100 youth were provided with information about the Teens as Teachers role, half of those were engaged as volunteers, and 20 had been active in the role by May 30. In the first half of the grant period, sites experienced attrition of 1 – 4 teen teachers after the first retreat, but new youth joined the groups to keep the participation level at around 40 across the pilot. The Metro East site has unique challenges in implementing the teen teaching model during the summer given the geographic spread and lack of a common affiliation for the teen teachers.

The Teens as Teachers grant project explored and tested the scaffolding of the teen teacher role through a series of retreats, peer partners, and adult mentors. The resource-intensive, multi-day retreats on campus for youth are a key feature of the pilot model, and alternative ideas for this delivery strategy are needed for replication in other states and greater efficiencies with resources.

The original goal in Illinois was to develop the experienced, older teen teacher into an episodic "volunteer" who leads SPIN clubs. During the course of the grant project, the teen teacher role is one that came to be conceived more clearly as that of a 4-H member who is taking on advanced leadership and service in the 4-H program – rather than older youth being seen as volunteers in the same category as an adult volunteer.

Initially, the Teens as Teachers model was implemented in four geographic areas across Illinois. Due to staff turnover, one site was not fully implemented and the model was tested in three sites. These areas, and the level of involvement of teens in teaching roles prior to the grant, include:
1. The Illinois Quad Cities area, encompassing Rock Island and Moline, IL, is home to just over 150,000 people with another 60,000 people living in the outlying Quad Cities region, also served by University of Illinois Extension. The region features both ethnic and socio-economic diversity. Teens as Teachers is becoming an integral part of 4-H

programming in the community including Summer Nutrition  Teen Teachers which started in 2012 and a new Teen Leadership Teens as Teachers program at the Rock Island Jr. High in 2013.

2. The Peoria, IL area. Peoria is the largest city on the Illinois River and has a population of 113,000 in the city and another 35,000 in the suburbs. Peoria teens were also engaged in facilitating the 2012 NYSD Eco-Bot Challenge for younger youth in school classrooms, demonstrations at open houses, and at 4-H community club meetings.

3. Springfield, population of approximately 116,250, is the capital of Illinois. It is the sixth most populated city in the state and the second most populated Illinois city outside of the Chicago Metropolitan Area.  Springfield 4-H teens have been active in 4-H Legislative Connection day at the capital and other ambassador activities, in addition to prior experience with summer nutrition camps.

A site visit was held during the final campus retreat for the 2013 Teens as Teachers in December 2013 at University of Illinois-Peoria.  One staff member from Bloomington-Normal was interviewed.  A group of two adult mentors met with the evaluators to interview about their roles with the teens.  All Teens as Teachers attending the retreat participated in one of three focus groups held during the retreat and led by the evaluators and the University of Illinois specialist.  In addition, the teens in attendance were asked to complete a reflection sheet/survey prior to the focus groups.

At the beginning of the grant period and evaluation, two key assumptions were identified as central to the design of the Teens as Teachers Model:

1. Youth are an asset in their community.
2. Older youth represent an often untapped resource in terms of providing role models, mentors and teachers for younger youth.

The changes that were identified initially (theory of change) for the Teens as Teachers Model focused specifically on the motivator and benefits to older youth in Teen Teacher roles:

- Older youth often are motivated, and have the potential, to teach younger youth through 4-H.
- As Teen Teachers, older youth are deepening their own learning and development, while simultaneously contributing to the growth and learning of others.

 The primary strategies used to through the design of the model include:

- **Cohort Experience.** Older youth can be prepared through an intensive cohort experience and paired with peer and adult mentors to be teachers.
- **Intentional Learning Experience.** Because Teen Teachers are continuing their own learning while serving as teachers/mentors, it is important that they are intentionally supported by caring adults in this process.
- **Adult mentors** are motivated by belief and view of youth as assets.  Adult mentors intentionally create opportunities for youth initiative, leadership, and contribution.
- **Cycles of Learning** with iterative planning, doing and reflecting to allow teens to actively build understanding and skill over a progression of time.

The site visit methods were designed to help staff, adult mentors, and Teen Teachers to reflect on the model so that it could be given further detail and elaboration based on each individual's perspective and experience during the grant period.

## Site Visit Methods

## Teens as Teachers Reflection Survey

The purpose of the reflection survey was to help the youth to prepare for the focus group discussions through writing about their experiences in several key areas. Teen Teachers were asked to write responses about 1) how they were invited to be part of the program, 2) why did they join the program, and 3) what motivated them to stay involved in the program. They were asked to rate their level of agreement with the quality of their teaching experience, their importance of their partnership with adult mentors, and the helpfulness of the retreats. Twenty three youth (12 males, 11 females) started completing the reflection surveys prior to the focus groups, but few finished the whole survey. This was due, perhaps, to time limitations and also because the reflection survey was quite detailed/took a long time to fully complete.

*Figure D. Teen Teacher Retreat Participants' Age*
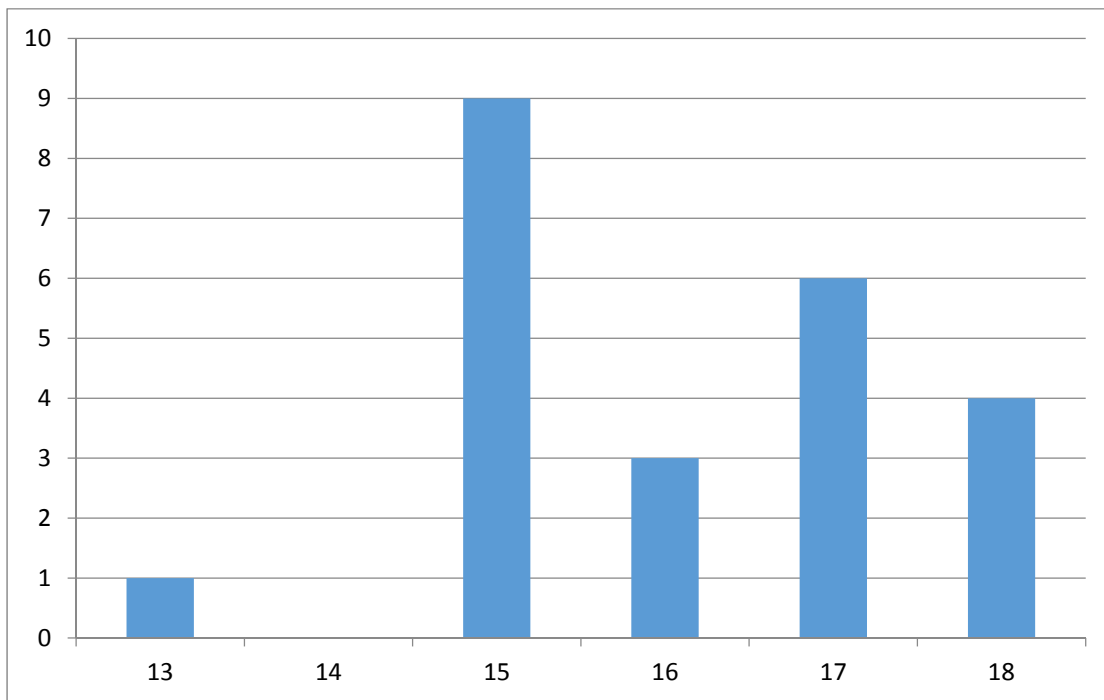
*Table C.  Teens as Teachers Reflection Survey Responses*

| Teen Teachers Retreat Participants  (n=23) | |
|---|---|
| **How were you invited to be a part of the Teens as Teachers program?** | **# of youth responses** |
| Invited by 4-H staff | 11 |
| Learned through another program | 7 |
| Parent/family member made connection | 3 |
| E-mail/announcement | 2 |
| **Why did you join this program?** | |
| To teach children | 11 |
| Try something new | 1 |
| To build experience for career | 4 |
| Passion for 4-H | 1 |
| Public speaking experience | 1 |
| Love content area | 1 |
| To be a leader | 1 |
| To have fun | 2 |
| **What motivated you to stay in the program?** | |
| The younger youth that I taught | 9 |
| The people in it | 2 |
| My mentors/staff | 3 |
| It was the right thing to do | 2 |
| My family | 1 |
| Because I enjoyed it | 2 |

The Teen Teachers were asked to rate their agreement (on a five point scale with 5 = strongly agree, 4=agree, 3 = neither agree/disagree, 2 = disagree, and 1 = strongly disagree) to the following statements.  The average agreement rating for the groups are reported after each statement.

**Table D. Teen Teacher Retreat Participants' Agreement Ratings**

| Teens as Teachers Program | Average Agreement Rating |
|---|---|
| *Overall, teaching youth in this program was a positive experience for me.* | 4.3 (Agree) |
| *It was important to me to h;Yave an adult mentor co-teach the program with me.* | 3.6 (Agree) |
| *The retreats provided me with knowledge and skills that I needed as a Teen Teacher.* | 4.0 (Agree) |

## Teens as Teachers Focus Groups

## Recruitment and Retention of Teens as Teachers

Youth who were recruited as Teen Teachers were often approached by an adult staff member that they knew.  One staff member approached and recruited a group of three male youth into the program after leading a group activity at a community center.  *"We were all into it, everybody was having fun and laughing and being loud.  And she had everybody involved.  And that's when she asked if we wanted to be a part of this program, because we seemed like we really enjoyed being around her and doing the stuff that she did."*   The relationship with the staff member continued throughout their involvement and was also cited as a source of motivation leading to their retention – *"She's just a great motivator.  If you didn't like that you were doing something…weren't fully interested in some of the stuff that you were doing, she will just come to your side and ask you, "Is this ok?" and you can give her an honest answer and she will definitely respond well to that…"*

The youth in focus groups widely agreed that the Teens as Teachers program could recruit new youth from schools with brochures, announcements and presentations to groups of students.  Along with that, youth advised that 4-H is often associated with a narrow view by youth.  In some communities, it is thought of as only nutrition, or only agriculture, or only for youth living in rural communities.  It is important that the marketing and recruitment presents a broad and inclusive image of 4-H.  As one youth stated *"I knew the newsletters and stuff were sent out to the 4-Hers and…that might be one of the reasons why, but we need to broaden it to get it out more to the community and the people who don't even know what 4-H is.  Because there may be people out there who wanna teach and lead and step up in the community but they don't have the opportunity…"*

## Teens as Teachers Adult Mentors Interview

Two adult mentors participated in an interview about their experiences during the grant period.  The interview focused on the activities and time commitment of the adult mentor, their experiences with the Teen Teachers, and their recommendations for the future of the program.

The first adult mentor, a school teacher and longtime community member, worked with 10 youth over the course of the summer.  She relayed that she planned to volunteer in some way during the summer school break, and saw this as an opportunity to give back to young people in her community because "I did not have this opportunity when I grew up."  She was interested in their career interests and in encouraging young people to consider teaching as a profession.  She also wanted to provide hands on experience to young people before they headed to college.

The second adult mentor, a college student with plans to be a high school teacher, worked with two youth during the grant period.  He also works as an afterschool leader and has been in that role since the age of 18 years.  He has a passion for filmmaking and an interest in taking a young person – particularly a young male – "under his wing" so that he could show him how to "have a positive life and make positive money" through filmmaking.

Both adult mentors talked about the tendency of youth in their communities to rely on dreams of becoming professional athletes.  They build on this passion for sports in their work with young people by using athletics as a bridge into exploring other content areas like filmmaking and science – "you can make a movie about you being in the NBA" was one example of how the adult mentors bridge youth interest into hands on, practical skills that can be used in college and in careers.

The two adult mentors took two very different approaches to their roles but had very similar recommendations for the future of the program.  The first mentor realized after the first week that she would need to give significant amounts of time to the project if the group were to be successful.  She met with the group weekly for the better part of a day to do lesson planning and to identify supply needs for their Tuesday, Wednesday, Thursday teaching at the Boys and Girls Clubs.  The group of ten youth "turned over" during the summer with five youth leaving and five additional youth joining the group.

The second mentor estimated that he served about 3.5 hours on average per week, with very little communication between times with the Teen Teachers.  One of the two youth that he mentored was asked to leave the Teens as Teachers program due to an infraction.  The adult mentor reflected that this was an important learning experience for the young person and all part of the process.  Even so, he was left to mentor just one Teen Teacher and this was not what he expected.

## Recommendations

Both adult mentors mentioned that they had very little guidance ahead of time about the amount of time each week that it would take to be a mentor.  They also noted that the young people needed more upfront information about what they were going to do as Teen Teachers.  They recommend that a more structured student selection process would help to better match youth with the role.  They observed that many youth joined because they saw opportunities for a "vacation" with peers and visits to campus.  They recommend that the lecture time during retreats be reduced in the future and the communication strategies with youth and their

parents be strong – that communication is key to success.  Finally, both adult mentors recommend that a promotional video be used for Teen Teacher recruitment in addition to print materials.  One adult mentor said "I never knew anything about 4-H, we've never heard of it in the urban area.  It is important to try to reach more than one group…I like the goals and what it stands for."

When asked if they would recommend the 4-H adult mentor role to a friend, the first adult mentor rated her recommendations as an "8" provided that the individual has the time it takes for the role.  The second adult mentor rated his recommendation as a "3 or 4" because young men his age "don't like kids and kids can sense that." Despite the issues associated with the first year of implementation, both adult mentors emphasized their strong personal commitment to youth, service, and mentoring as an important motivator for them in this role.  In addition, the relationships that they have with staff and with the youth were key to their involvement and retention throughout the first year.

## Teens as Teachers Staff Interview

An Educator working with Teens as Teachers for the first year met with the evaluator via Skype to interview about her experiences in the program.  She provided an overview of the activities and strategies that she used during the year, her reflections on the program model as laid out in a pilot program theory, and her recommendations for improvement.  While many of her observations and recommendations are applicable to other sites, she also provided a unique perspective given her approach to program development and implementation in the community in which she works and lives.

## Reflection on First Year

In general, this staff member approached implementation by 1) recruiting partners and activating the people and resources in her existing network, 2) recruiting and planning with an adult mentor, 3) identifying youth and providing them with necessary training, 4) scheduling the classes and activities that the Teens as Teachers would lead, 5) assembling the resources, transporting youth as needed, and observing them at the partner sites.  As she looks back on this timeline, she plans to request resumes and conduct interviews with youth as she lines up Teen Teachers in future years.  She realized that the ideal Teen Teacher is someone who is dedicated, has a high interest level in at least one of the five content areas that they teach, and/or is interested in becoming/learning about becoming a teacher.  As she looks ahead to continuing the partnership with this year's Teen Teachers, she plans to scaffold their learning by increasing their responsibility and independence through new teaching opportunities.  The deepening and expanding learning for Teen Teachers is an important component in her model.  She will also look for ways to further develop career exploration for Teen Teachers in the coming years.

This staff member decided that the best way to launch the Teens as Teachers model the first year was to rely heavily on her network for partnerships, adult mentors, sites, and youth.  This approach worked well but required a high level of hands-on, "24/7" involvement that she hopes she can decrease during the second year.  A sorority sister, a cousin/colleague, a pastor

of a local church, a college friend, and staff from a University Diversity Center are just some of the people and connections that she called upon and invited in as partners during the first year of Teens as Teachers.

The staff member takes a long view toward the program. She mobilized her own personal/professional network to start up the program with the idea that she is "passing on" her network to the youth, who are then building their own networks. Her advice and hope for the youth is that they are "reaching further, being greater" as a result of their involvement. Furthermore, she intends to sequence their experience in Teens as Teachers in the coming year by providing them deeper and increasingly independent roles as Teen Teachers. This allows her to step back from her hands on involvement as she comes to know individual youth skills and strengths, and can match them to roles that she knows that they are prepared to take. Figure D illustrates the emerging Teens as Teachers program model reviewed by the grant team and with input from the Teen Teachers and adult mentors.

**Iowa Corporate/Workplace Partnerships**

## Louisa & Muscatine County Teams

Louisa and Muscatine Counties are two adjacent counties located in southeast Iowa. Muscatine County has a larger industrial base and Louisa is more rural. Many of the people who work in Muscatine County live in Louisa County. 4-H staff from both counties worked together on the VEAR project. Staff used the Volunteerism for the Next Generation (VNG) fact sheet series to assess and evaluate staff knowledge, thoughts, ideas, deficits etc. regarding volunteer management. VNG resources used included: 1) Self Assessment for a Volunteer Leader/Manager; 2) Designing a Needs-Based Volunteer System; and 3) Identifying Needs-Based Roles for Volunteers. (VNG resources at http://nextgeneration.4-h.org/volunteerism/fact-sheets/ )

Using the VEAR materials, staff members brainstormed a lengthy list of approximately 25 businesses in the two counties to target. Staff members contacted the identified business to determine current volunteer policy and/or interest in being able to share 4-H volunteer opportunities with employees.

Following the contacts, priority was given to those corporations and workplaces that had the infrastructure in place to support employees in their volunteer efforts or at least had informal policies to encourage volunteerism. Staff created a list of current 4-H curricula that is available and how the curricula might align with local business interests.

Staff spent more time than anticipated developing role descriptions for the potential volunteer roles. They were challenged because of the expanse of 4-H project opportunities, the need to make the job descriptions appealing to potential new recruits who are non-traditional volunteers, and the need to be concise and detailed so potential volunteers would have a clear understanding of responsibilities. Staff also struggled with language that would attract an audience who may not be familiar with 4-H or who have a pre-conceived notion that 4-H is just for farm kids. The two counties completed writing role descriptions that allowed for new audiences to have a better understanding of the variety of volunteer roles they could fill. (see attachments)

The VEAR marketing material print art files were received from National 4-H Council and adapted to meet each county's needs. Staff put marketing packages together to present to those priority businesses to reach out to their workforce and begin recruitment, screening, and set up volunteer training dates. Staff used the new job descriptions along with the VEAR developed recruitment materials (brochures, posters and flyers) in 2 separate volunteer fairs aimed at leaders in their communities. They had 5 individuals request further information as a result.

County staff prepared training manuals to be used for new volunteers as they attend the required new volunteer training. Muscatine purchased items for volunteer recognition and plan to use them as part of their volunteer retention and recruitment strategies going forward. In

addition, Muscatine County purchased 4-H Polo shirts for volunteers to wear at the sponsored activities and events, providing appreciation for their efforts and marketing their presence as 4-H Volunteers.

Muscatine & Louisa Counties continue to cultivate the relationship with their top corporate partner, Monsanto. Through this partnership they have developed a concept that will use a variety of volunteers from Monsanto in planning a STEM event in partnership with the local school district.  The event is currently in the planning stage (January 2014) and 4-H staff and partners hope to hold the event Summer/Fall 2014.  This aligns with Monsanto's newly identified outreach objective to promote STEM in their communities. A local Monsanto employee who is a "4-H Champion" values the resources and access to young people that working with Iowa 4H allows.

In addition, staff recently met with a group of Stanley Engineering employees to explore volunteer opportunities. Staff hope building this relationship with Stanley Engineering will result in a similar concept of hosting a STEM event to engage the passion and expertise of Stanley employees, or even the possibility of a special interest club.

TriOak Foods is another potential corporate partner. Human Resource staff members of the corporation are enthusiastic about the opportunity and 4-H staff are continuing to work at building the relationship.

## Clay County

For the past two years Clay County has recruited new adult volunteers in short term non-traditional programming and interest areas. These short term learning opportunities for youth are labelled Special Interest programming.

In 2013 the VEAR grant enabled an acceleration of the model and expansion into corporate partnership development. The program experienced increase educational hours for youth, increased corporate volunteer partnerships, and increased enrolment in 4-H youth programming.

After receiving the VEAR grant in January 2013, 4-H program staff in Clay County and the Youth Program Specialist met to discuss program expansion and continued efforts to attract non-traditional volunteers. The staff team discussed the VEAR materials and did an analysis of the current volunteers within the Clay County 4-H organization utilizing the VEAR segment profiles. Subsequent meetings discussed county approaches to recruitment and communication with existing volunteers.

Clay County utilized the Volunteerism for the Next Generation (VNG) fact sheet series as staff development training to prepare for implementation of the VEAR pilot in their county. The training resulted in county staff recognizing the need for a diversification of volunteer roles within the county 4-H program and the need to change recruitment and communication practices in order to attract high quality content volunteers into new and existing 4-H

programming options. In particular, there was a desire to connect with more entrepreneurial type volunteers in specific content area related to Science, Technology, Engineering, and Mathematics (STEM) and Food systems content areas.

Part of attracting diverse volunteers was to highlight the existing best practices that illustrated a 4-H youth program that was vibrant and diverse in its programming. Utilizing the 2013 SPIN Book, staff and volunteers were able to recruit and invite potential volunteers and potential corporate partners to participate in future youth programming. New volunteers recruited through the VEAR process were utilized in the 2013 scheduled programming year thus allowing an expansion of learning options connected to existing programs.

In spring 2013, Clay County staff brought together six key stakeholders to inform them of the principle and practices of positive youth development, the need for more 4-H volunteers – both traditional and non-traditional, discuss the VEAR material, and explore options for diversifying program offerings based upon volunteer expertise or content knowledge. From that meeting, a list under each category was created that included over 30 potential volunteers. There was a great deal of excitement and affirmation about the need for such an intentional effort in 4-H volunteer recruitment. Unfortunately, subsequent meetings did not materialize from that initial discussion. Staff experienced frustration in attempts to follow up with stakeholders to help accomplish the intended purposes of the initial meeting. Since that time, the Youth Program Specialist and County Staff redirected energies towards attracting persons based upon content areas needed in youth programming versus VEAR groupings.

Primary curriculum was identified from the resources on hand in the Clay County office and from existing Extension resources that match content expertise and interest of volunteers. Efforts moved forward organizationally with the Spencer Community Theatre and Spencer Community Hospital in addition to individual volunteers who helped expand programming options to youth summer and fall 2013 and winter 2014.

Many Volunteers recruited through the VEAR process completed the screening process and activated as 4-H volunteers. Some are still considering the invitation to be more than a "one time" volunteer. Staff experienced a noticeable improvement in volunteer recruitment and retention as they shared the organizational mission, values, and methods with potential and established volunteers. Volunteers are attracted to the non-formal learning platform and the flexibility and creativity that this venue provides to enhance youth learning.

Recognition of existing and new volunteers is a key part of the strategy for recruiting and maintaining new volunteers. Saying "thanks" and tangibly reporting the progress volunteer efforts make in programming to the local community is vital to maintaining organizational momentum. Clay County 4-H created newspaper inserts listing volunteer and programming accomplishments (see attached).

During period 2 (June – December 2013), corporate volunteer engagement in Clay County turned to more content based recruitment and engagement strategies.  Due to the

unsuccessful attempts in Spring 2013 to include and empower more stakeholders and existing volunteers in the recruitment of additional corporate volunteers, more staff time was directed to corporate volunteer engagement in order to grow youth programming opportunities. Four 4-H staff spent an average of 7 hours a week each during 7 months in corporate volunteer partnership development, event management, recognition activities, program publicity, preparation and delivery. Part of the increase of staff hours in the second half of the grant year resulted from the staff time spent networking with and recruiting potential volunteers during summer program showcases, community gatherings, and the county fair. These events brought together a diverse audience of community patrons, corporate stakeholders, existing volunteers, parents, and youth. While these contexts were not exclusively designated as corporate volunteer engagement, they did serve a dual purpose for staff to publically represent the 4-H organization in formal and non-formal settings and to initiate partnership discussions "in the moment" that supplemented formal appointments.

VEAR categories of potential volunteers continued to serve as a helpful resource to prepare content specific recruitment and talking points with potential corporate volunteers during the second half of the year. During the summer months, staff documented existing Special Interest youth programming (SPIN Events) to provide an ongoing resource of impact data, vivid images, and youth/volunteer impact statements to utilize in summer and fall promotions and recruitment efforts.  Due to the presence of SPIN Programming in the Clay County 4-H organization before the VEAR Grant opportunity in January 2013, many summer youth programming topics & opportunities were developed and scheduled before the grant began. As a result, staff efforts centered on showcasing existing partnerships, volunteer recognition through local media outlets, and recruiting new corporate partners for the 2014 programming year. During the course of this grant cycle, staff learned that advance planning is critical for successful program implementation and essential in developing quality program delivery with corporate partners and volunteers.

Corporate and community partner volunteer contribution to 4-H youth programming were showcased during the summer programming season through weekly press releases about 4-H programming. Clay County created newspaper inserts (see attached) that documented the impact of volunteers in Extension and 4-H Programming in June and December 2013. The print documents were shared with potential corporate volunteers to illustrate the impact and recognition that results from partnerships with 4-H youth programming.

During the summer, promotional efforts to recruit volunteers included radio interviews, Facebook advertisements, and print media. These efforts were successful in reinforcing conversations formally and informally with new corporate volunteer partners.  In the fall, video stories of youth and volunteer experiences were completed (http://www.youtube.com/watch?v=_3tpIS6ZJWU&feature=youtube). The video is helpful when meeting with potential corporate volunteers to affirm the impact and public value brought about by partnering with 4-H youth programming. The video captures youth voices immediately following an educational experience, volunteer thoughts before and after program delivery, and annual corporate reflection on the benefits of partnership with 4-H youth

programming. Together, the voices of youth, volunteer, and corporate partner build a persuasive case for partnership.

Due to the intentionality of the VEAR grant funding, corporate engagement assumed a higher priority than in previous programming years in Clay County. 4-H staff refined "salesmanship skills" moving from a highly personal engagement strategy based on existing networks and altruistic motivation to a strategy based on public value and corporate social responsibility. Staff demonstrated the corporate and community benefits of 4-H partnerships. This effort enabled the recruitment of three STEM related volunteers to start a Junior FIRST LEGO League that engaged 17 youth. Other partners recruited to deliver programming in 2014 include: City of Spencer departments (public works, public health, police, fire department), Sylvan Learning Centers, KICD Radio (radio arts), Spencer Daily Reporter (journalism), Clay Central-Everly & Spencer Community School Districts, Spencer YMCA, Spencer Hospital, Spencer Community Theater, Clay County Conservation Board, Animal Medical Centers. These new partnerships will create 15 different learning experiences for up to 180 youth in 2014.

In August and September, staff invited corporate partners and potential volunteers to the Clay County Fair to witness first hand many youth learning and recognition opportunities. In addition, the Clay County office of Iowa State University Extension and Outreach celebrated its 100[th] anniversary and recognized organizational volunteers and partners with a community wide celebration during the county fair. Banners throughout the fairgrounds recognized the achievements of youth and the volunteers who supported the learning that took place. Observing the effectiveness of display graphics that tell the 4-H story in public venues accelerated the creation and utilization of banners and posters in corporate and personal recognition of volunteers (see attached).

October and November were spent recruiting for the 2014 programming year. Staff canvassed potential volunteers, recruited for partnerships, and invited corporate volunteers to commit to providing time and expertise to SPIN activities. Recruitment activities such as speaking at civic clubs, attending community events, showcasing volunteer opportunities at existing youth programming, or individual appointments to potential new partners were successful. Positive momentum for the 4-H program within the community is at the point where corporations are approaching Extension for partnership opportunities. The Spencer City manager approached 4-H professionals asking for an opportunity to discuss a partnership and how to create high quality learning experiences for youth that highlight various city agencies and services. Upon securing successful background screenings, staff worked with partners to create activity descriptions and schedule program delivery dates in 2014. The primary delivery mode for informing the public of 4-H activities in 2014 is through the online SPIN book (http://www.flipsnack.com/A6776558B7A/fdh9et7v).  A full year of 2014 programming is now set and training sessions on positive youth development and experiential learning were delivered in December to 24 newly approved volunteers.

## Site Visit Methods

Two staff members from Clay County were interviewed and/or met with the evaluator during the site visit.  A group of two volunteers met with the evaluator and the University of Iowa district leader in a focus group.  Staff members – one from Muscatine and one from Lousia – participated in phone interviews with the evaluator during the site visit.

The site visit methods were designed to help staff and volunteers to reflect on the staff capacity building model so that it could be given further detail and elaboration based on each individual's perspective and experience during the grant period.

### Staff Input

The county director in Clay County connects the shift toward corporate/workplace partnerships as connected to a restructuring of staffing that occurred in 2009.  Her position was envisioned as providing administrative and visionary leadership to create networks and partnerships with a focus on communicating the value of Extension and, in particular, 4-H youth programs.  With the 4-H Educators, she formed a partnership with the local hospital and learned quickly that the hospital staff brought great expertise around experiential learning.  Extension and the hospital offered a job shadowing event for youth at the hospital and this model is drawing interest from surrounding communities.  The team is now exploring a partnership with the city and expects that it will have unique features and capabilities and will look and feel quite different from the partnership with the hospital.

The county director explicitly does not "lead" with the 4-H message and is intentional about whether to use "low" branding or "high" branding depending on the situation and the potential partner.  However, a lot of effort and value is given to the creation of a Program Book for 4-H offerings and there is a key message that there is something for every youth in the county available in the book.  She sees the strengths of 4-H in this county as connected to the experiential model and the "equation" resource that has been developed.  Additionally, the county has a large Extension team on which everyone, regardless of their Extension program area, is accountable for 4-H/cross program areas.  The Clay County Fair is a highly visible and valuable event to the community as well.

An educator in Muscatine county added that there are several similarities between a national level partnership and more local partnerships in which the system can be thought of as the county with all of its organizations, businesses and members.  This educator talked about the challenges in making "cold calls" to potential partners and how some staff are better suited/more comfortable with this work than others.

An educator with regional responsibilities expanded on these experiences by noting that volunteer development is similar to fund development and that a strong vision around volunteerism is critical to the partnership process.  He described the traditional Extension culture as one that, in his experience, relies on "trading favors" to get things done.  In his view,

it is more effective to craft specific asks based on what is needed and what is possible. His comfort with making an "ask" has helped him to be successful in forming new partnerships. He also believes that it is not a good use of time to continue to ask when it is clear that the partnership is not a good fit for both parties. He believes that it is best to walk away and look for the best fit rather than try to convert or change minds. This educator also emphasized the importance of the county system as an entity critical to a partnership model.

## Volunteer Focus Group

One male and one female participated in the focus group. Both are workplace volunteers in 4-H in Clay County with one leading an ongoing club and the other teaching a one day cooking class through 4-H. Both are supported by their employers to volunteer with 4-H through company contribution of resources, supervisor support, flexibility to prepare for event, or use of equipment/materials.

However, the workplace support is not the primary reason that either volunteers with 4-H. Both participants cite their primary reason as a commitment to youth learning, supporting the interest of their child, and an interest in teaching. Both participants talk about their volunteer role with 4-H as a positive and rewarding experience. The doubts or hesitation that the male participant, who led the cooking class, felt were more related to safety of the youth in the kitchen environment and with the kitchen equipment. The doubts of the female participant, who led a 4-H club with her daughter, were related to being overloaded and short on time when she took on the role as club leader.

The male participant stated that he values teaching youth hands on skills in the context of a technology age. His boss' child was interested in holding the class and the boss approached and encouraged him to teach to a group through 4-H. He designed the logistics and lesson plan without much support, and agreed that more information about the age group and appropriate skills would have been helpful. Additionally, he would have been willing to complete training webinars to understand the 4-H program model since he knew very little about 4-H.

The female participant agreed to the role because of daughter's interest and excitement, and her company supported her involvement. She took initiative to research the web resources to look up information about clubs and projects. When she asked staff for more assistance, she always felt important and got the information she was needed. She eventually participated in the new club leader training, which was six hours long and this seemed acceptable and appropriate to her given her intensive role.

# Appendix B. Deliverables by Project

| Project | Deliverables In Process or Completed |
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| Florida Corporate Volunteer Model | **Use of Volunteer Engagement and Activation Resources:** To date, the volunteer profiles and motivational messages have been used to develop the moderator's guides for the focus groups, as well as to draft marketing strategies which will be finalized after analyzing the results of the focus groups.<br><br>Corporate Volunteer Engagement Program Theory and Model - a draft is attached to this report. |
| Illinois SPIN Club Model | **Products Completed**:<br>• Presented a Professional Development Webinar on VEAR Toolkit for Illinois 4-H Youth Development Educators and Extension Program Coordinators.<br>• Taught a workshop on SPIN Volunteers at the National Extension Volunteer Conference.<br>• Unit 4-H staff have used and continue to use the VEAR Toolkit to identify, recruit, and train SPIN Club volunteers. We exceeded the grant goals for volunteer recruitment. See Volunteer Log report for details.<br>• Unit 7 hired an EPC to coordinate the SPIN Club program in the unit.<br>• Contracted with University of Illinois Creative Services to develop a visual identify, 4-H SPIN resources, and volunteer training materials using the VEAR study to inform the process.<br>• Creative Services also developed format for the SPIN website and social media site. University of Illinois Extension Web Development Office is incorporating that format into the new Illinois 4-H SPIN website.<br>• Unit staff have promoted SPIN clubs to youth, completed enrollment for each member, and engaged youth in SPIN clubs.<br>• Unit staff work with SPIN volunteers to plan, conduct, and evaluate SPIN club learning activities.<br>• Successfully submitted an IRB application to administer the SPIN Club Experience Questionnaire with members.<br>• UI Survey Research Lab completed data entry and prepared the final report.<br>• Mickle Communications produced 10 short videos that will be used for SPIN volunteer training: positive youth development, belonging, independence, generosity, mastery, risk management, risk management planning, ages and stages for youth ages 8 – 11, 12 – 14, and 15 – 18. |
| Illinois Teens as Teachers Model | **Materials developed for use and to be finalized with input from the Teen Teachers at the end of the grant period:**<br>**Recruitment materials**<br>• Flyer<br>• Teen Teacher Role Description and Contract<br><br>**Curriculum**<br>• STEM Track Resources<br><br>**Teen training materials** |

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| | - KickOff Retreat Agenda<br>- Teachback Tip Sheet<br>- Experiential Learning Graphic<br>- Experiential Learning Step Guide<br>- 4-H SET Abilities<br>- 4-H Science Skills<br>- STEM Program Planning Tool<br>- So You Want to Be A Teacher presentation |
| Iowa Corporate/ Workplace Volunteers Model | **State**<br>- VEAR Power Point slides were included in a statewide webinar to county and regional 4-H staff.<br>- VEAR video is on ISUE&O 4-H Volunteer webpage. http://www.extension.iastate.edu/4h/volunteer<br>- Two proposals were submitted to NAE4-HA for 2014 conference, one on the VEAR pilot experience in Iowa and a second on developing partnerships utilizing VEAR.<br>- Iowa will present a workshop at e-Volunteerism conference March 2014.<br><br>**Louisa & Muscatine**<br>- VEAR marketing materials were adapted to include a space for county contact information, co-branding with Iowa State University Extension & Outreach 4-H, and the option to place photos that would match the target audience. These are used for targeted marketing at corporate/workplace sites and at general volunteer recruitment fairs. (see attached example)<br>- Kati Peiffer from Louisa County assisted in VEAR pilot workshop presentation at National Extension Conference on Volunteerism in May.<br><br>**Clay**<br>- Passed out the VEAR flyers at the meeting with their programming committee.<br>- Used the video in a Facebook ad link in April and May. The campaign reached 3,500 with 79 clicks to the video.<br>- Used the video in an email sent to potential volunteers and existing volunteer email list (approximately 350 people by email) and received two calls about wanting to help with outdoor adventures.<br>- Staff member commented: "it is ALWAYS more effective to use local photos/faces whenever possible. If those are adaptable already, then disregard. I was not able to work with the format the editable ones were in, although I didn't try long. I usually use Photoshop Elements."<br>- Staff believe that out of all the VEAR materials offered, the VEAR video was the most beneficial recruiting tool.<br>- Utilizing the VEAR recruitment toolkit, Clay County identified over 50 initial corporate contacts in 2013. The identified contacts were identified as Transformational Leaders, Linked Ins, Traditionalists, Active Mentors, or Generation Nexts. Appointments were made with corporations, businesses, service, economic, and community groups. Presentations that involved the core elements of 4-H Youth programming and Experiential Learning were given.<br>- The VEAR material assisted staff in crafting messages to highlight certain themes |

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| | that were of interest to the potential volunteer (corporate or individual). Creating and delivering targeted messaging was a professional development opportunity for regional and county based staff teams.<br>• VEAR was helpful in the understanding and analysis of potential volunteers, but needed to be coupled with other knowledge and skill building tools (like Grow 4-H and VNG) to enable staff to think through next steps after identifying categories of potential volunteers.<br>• VEAR guided staff in understanding the values and community impact that the corporate volunteer wanted to see expressed and aided staff in customizing the 4-H partnership request to match such expressed values. During interviews, staff would listen carefully to potential volunteers about their perceptions of youth programming and the passion of the individual or corporate content area. 4-H professionals were also able to talk to potential volunteers as the relationship developed about misconceptions of youth partnership and experiential education to alleviate fears and reassure support to enable volunteers to succeed in program delivery.<br>• VEAR materials serve as a complement to other assessment and recruitment campaign planning tools.<br>• VEAR publicity materials are captivating and appealing to potential corporate volunteers who value engagement of their employees in local communities. The materials also give a strong and professional branding to volunteer invitations. |

# Appendix C. Replication Recommendations from Grantees

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| Florida Corporate Volunteer Model | **Early Best Practices for Replication:**<br>• With input from your advisory or expansion and review committee, create an organizational chart as to how you would integrate corporate volunteers into your county-wide program or project area.  Make sure that you have role descriptions available for each type of role.<br>• Before beginning your recruitment and engagement campaign (or any campaign), make sure your volunteer application and screening process is user friendly (this may seem like a no brainer, but sometimes the process is not as simple and streamlined as we perceive it to be).  Make sure that you are familiar with your state's screening guidelines and if it requires a cost (such as a background fingerprinting), decide how those costs will be absorbed.<br>• Utilize the motivational messages developed through VEER to develop effective recruitment messages, focusing on the volunteer segment that best fits the corporation you are targeting (specific examples will be included in the final report).<br>• Research shows that corporate volunteers tend to be more engaged if they feel like the organization matters to their superiors.  If possible, work on getting buy in from upper level employees and ask them to advocate for involvement in your program.<br>   a.  If possible, find out if their corporation rewards community/volunteer involvement.<br>   b.  Try to tie into any current recognition, and if none exists, find out from corporate volunteers how they would like to be recognized and work with your corporate administration to create recognition opportunities.  Some ideas that have worked so far include:<br>      - A simple reception or luncheon to honor volunteers on site at the corporation<br>      - A simple presentation at the annual company picnic/holiday party<br>      - Publicity in the local media<br>      - Publicity on the company website<br>      - Article and photo in the employee newsletter<br>      - A dress down day at work (business casual or blue jeans).<br>• Find a "corporate guide."  This is a person who has a position of leadership or authority at the corporation or at the very least, understands the culture of the corporation and is knowledgeable about 4-H and/or believes in the 4-H initiative for which you are targeting volunteers.<br>   a.  If you do not have a corporate guide in mind, poll your advisory, expansion and review committees, or even your current club and project leaders.  Chances are, one of your current volunteers will know someone who knows someone within the corporation. |

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| | b. Most large corporations have different employee groups or committees (social committees, public relations, community outreach, scholarships, etc).  Ask your corporate guide for contact information for each of these groups and find out if they have any events or meetings scheduled where you can bring a display, give a short presentation, or even provide an interactive activity to promote the 4-H science initiative.<br><br>c. If your corporation does not have a committee structure, work with your guide to schedule a brown bag lunch or coffee break reception where you can have a display, video, or slide presentation for employees to learn about the volunteer opportunities within your program.<br><br>d. Work with your corporate guide to distribute recruitment flyers or program announcements through their employee e-mail list serve. |
| Illinois SPIN Club Model | **Following are the best practices learned during the grant cycle:**<br><br>• To establish SPIN clubs in underserved areas of a county or community, we recommend dedicating a staff person to that effort at least at 50% time. Because of the time demands of recruiting, screening, and training a large number of volunteers at one time, it is difficult for the Youth Development Educators to add that to their responsibilities. Dedicated staffing provides consistency in the recruitment efforts and allows it to be completed on a larger scale. High quality programs need dedicated staff.<br><br>• One-on-one recruitment of volunteers is the most effective recruiting method. Developing a relationship with volunteers is key to success.<br><br>• Word-of-mouth generates interest from other volunteers. They learn about the program and want to volunteer their time and expertise. Community club volunteers often identify potential volunteers.<br><br>• Include the Expansion and Review Committee in discussions about SPIN clubs and volunteers. The discussion generates excitement in the committee members and they suggest potential volunteers or they volunteer to make the ask.<br><br>• Recognize that many times what a volunteer wanted to do for 4-H may be quite different than what they actually do after discussing opportunities with the 4-H staff. As potential volunteers learn more about 4-H, SPIN club needs, and potential topics, they often generate new ideas or opportunities for which they are willing to provide leadership.<br><br>• SPIN clubs offer new opportunities for smaller counties in addition to the traditional 4-H club program.<br><br>• 4-H staff need to provide information to SPIN club members so they are aware of other opportunities in 4-H. For example, add them to the newsletter distribution list, give them membership cards, and provide information about upcoming activities and events. Emphasize the fact that they are 4-H members and they can participate in other 4-H |

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| | programs. Cross market programs between clubs.<br>• Sometimes other staff or volunteers are resistant to starting SPIN clubs because it is different from the traditional program. Rather than trying to convince those people, focus your time and energy on people who are receptive to the delivery model and are willing to work with you to identify potential volunteers and start new clubs. Success generates success.<br>• Clubs that are hosted by partnerships with after school programs are different, but that difference is acceptable because they are providing learning opportunities for the young people.<br>• SPIN clubs are sometimes connected to other youth-serving organizations. The program staff become the SPIN volunteers and that makes the club easier to organize.<br>• We need to develop a system to track SPIN club members so we know if they participate in additional SPIN clubs or join a community club.<br>• We were not successful in engaging volunteers from local businesses or corporations. We abandoned this strategy after repeated unsuccessful efforts.<br>**Recommendations for National Replication**<br>• The VEAR findings were very helpful in identifying potential volunteer populations and using targeted marketing messages. We recommend that the VEAR resources continue to be developed that appeal to the different populations identified in the study. The current VEAR resources target traditional 4-H volunteer populations.<br>• Broaden the appeal of 4-H to underserved audiences by adopting 4-H SPIN clubs as a National 4-H supported delivery model.<br>• Provide training for Extension staff nationally in the SPIN delivery model and SPIN volunteer training and recruitment. |
| Illinois Teens as Teachers Model | At this early stage we do not have recommendations, but rather questions that we will be exploring in the remainder of our pilot period. Our primary challenges thus far in the pilot relate to alignment with overarching 4-H program and LGU/Campus policies. Related questions that have been raised thus far include:<br>• How do we enroll Teen Teachers in our data management system? Are they members and/or volunteers?<br>• How do we balance positive youth development goals for our teen teachers (in their "4-H member" role) alongside our goals to leverage teens as volunteers to extend reach to younger audiences ("4-H volunteer" role).<br>• How are the volunteer screening policies for youth different than for adults? (or how should they be different/same?)<br>• What incentives and/or recognition are most appropriate and successful with recruiting and sustaining teen volunteers?<br>• How do we align our Teen Teachers pilot to other 4-H grant sponsored |

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| | initiatives involving teens in teaching and ambassador roles?<br>• When is it appropriate or advised to create a volunteer role for a Teen Teacher and when are they more appropriate considered part-time or extra-help, paid staff? (example of 4-H Council/Walmart-funded Summer Nutrition Camps).<br>• How much (STEM) subject-matter knowledge do youth need to be successful in their Teen Teacher role? |
| Iowa Corporate/ Workplace Volunteers Model | **Strategies Ready for Replication**<br>• Assessment tools from Grow 4-H, VEAR volunteer research, and Volunteers for the Next Generation (VNG) resources together were very effective in readying staff for analysis of current Extension organization, community volunteers, and youth capacity and preparation of recruitment campaign.<br>• While some businesses have corporate incentives for employees to volunteer within their communities, Clay County did not encounter that practice with the corporate clients they interacted with. For most corporate clients, the desire to create high quality educational experiences within a content area specialty was more appealing than volunteering with the existing 4-H program.<br>• More often than not, the primary obstacle to partnership was unfamiliarity with the 4-H brand in its priorities, its methods, and its positive youth development outcomes. Traditional content areas like food and agriculture were strongly associated with the 4-H brand if there was prior experience with the brand. But as 4-H professionals explained how youth learn through 4-H youth development, the partnership rapidly developed. Staff also learned that showing tangible results linking content areas and workforce development (especially in STEM related fields) was a key indicator of a corporate partner's willingness to move forward in delivering programming to youth.<br>• Media recognition, volunteer stories, regular recognition and templates developed (see attached) created positive momentum and attracted potential volunteers to<br>• 4-H programming. The engagement with social media and YouTube was found successful and effective in broadcasting the message of 4-H youth development and volunteerism opportunities.<br>**Strategies Needing Further Testing**<br>• Concept of "matching" 4-H project/curriculum areas with aligned priorities of corporation (i.e. Monsanto and Stanley = STEM, Trinity Hospital = Healthy Living) Muscatine and Louisa counties developed a matrix but it is still in a rough draft phase.<br>• Partnership agreements (involving legal and insurance) with corporate volunteers who host educational events on company property.<br>• Staff in Clay County utilized VEAR materials to connect with new corporate partners and recruit volunteers to augment the existing SPIN club format in Clay County and created a platform to expand corporate engagement. Without the existing SPIN club format already in place, it is difficult to determine how the VEAR materials would have compelled corporate partners to volunteer to help launch new programming. Muscatine and Louisa Counties did not have a SPIN program structure in place and did not have the success that Clay County did. |