

SPECIAL INTEREST GUIDEBOOK

**Adapted by Kate Guerdat, 4-H Extension Associate
From original Special Interest Program Guide Notebook by Ed Maxa,
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V. Suggested Appendix

Please use the appendix section of the guide to add some of the resources used by your specific county program. Below are a list of some suggested items to include.

Volunteer application packet

County specific samples

Sample County flyers

Sample County registration

Sample County Job descriptions

I. INTRODUCTION TO 4-H SPECIAL INTEREST PROGRAMS

What is Special Interest: By definition a Special Interest Program is at least 6 hours of a subject matter which can be evaluated for knowledge gained or behaviors changed. It is subject matter curriculum taught outside of normal school hours, by volunteers trained by the Extension 4-H agent, subject matter agent, specialist, or master volunteer.

Why Use Special Interest: Special Interest Programming is a valuable method of teaching a curriculum of varying difficulty to specific audiences and allows tremendous flexibility in when, where and for what purpose it is conducted. Special Interest can be used to:

1. develop leadership skills among your teen and adult volunteers
2. form community clubs
3. expand existing clubs
4. make community contacts
5. network with other groups or agencies
6. create 4-H awareness
7. achieve program balance
8. deliver subject matter on a specific subject
9. utilize teens as instructors

Special Interest is an effective way of recruiting specialized volunteers for specific subject matter. In addition, it is especially useful in reaching youth who desire short-term involvement rather than the monthly commitment normally associated with clubs.

Determining which Special Interest Program to Use: There are four important factors to keep in mind regarding special interest programming.

- 1) The program needs to engage youth in the learning experience, sparking a youth's interest in a certain topic.
- 2) Accessibility to the required personnel and financial resources to implement the program.
- 3) Special Interest program goals should be in response to a specific need identified during formal and informal environmental scans
- 4) Program efforts need to be intentional, extending beyond responding to community needs i.e., club formation, awareness, etc.

Club Formation –Special Interest Programs are a great way to lead to club formation. The keys to success are a special interest curriculum young people are interested in that is age appropriate, a special interest volunteer who can create an exciting hands on learning experience, and a volunteer or group of volunteers who are willing to continue working with the young people after the Special Interest Program has concluded. Introducing groups to the 4-H process slowly is an optimal way of marketing the 4-H experience.

Where Can Special Interest Programming Occur: The location of delivery sites for special interest curriculum is limited only by your imagination. Some of the more common methods are day camps, summer fun, after school, day care and teacher workdays. However we should also consider field trips, fairs, retreats, churches, and youth homes. These are all places youth are

located. Consider working through other agencies such as scouts, Parks and Recreation, Court Counselors, or wildlife clubs. In short, any place where youth gather has potential for special interest curriculum delivery.

Special Interest Cautions: Special Interest programming is a tool for involving youth and volunteers in the 4-H program. If it is used only as an awareness tool, the program can become unbalanced. In addition the program will be perceived as having good subject matter, but no continuity. Take steps to keep 4-H identify when working with other groups.

Make sure your special interest offering is of high quality. In many cases your program is the person's first exposure to 4-H and many make life long judgments based on a single learning experience. The programs contained within this guide will assure positive responses and therefore will be an important tool in expanding our 4-H audience.

TIMELINE FOR CONDUCTING SPECIAL INTEREST PROGRAMS

<u>STEPS</u>	<u>TIME FRAME</u>	<u>WHAT TO DO</u>
	<u>BEFORE</u>	
<p>I. Assess Needs:</p> <p>The need for special interest may be an organizational need to involve more numbers, or to reach a particular audience. Whatever the case, the 4-H and Youth Committee, Leaders' Association, or County Council should define the need for special interest.</p>	4-6 months	<ul style="list-style-type: none"> -Determine subject matter focus -Study and review appropriate existing curriculum and other related material. -Consult with 4-H and Youth committee/ appropriate specialized committee. -Appoint and organize planning committee. Discuss and agree upon committee roles.
<p>II. Program and Curriculum Planning:</p> <p>Planning the program can be the most time-consuming part of the Special Interest Program, and it should be. All programs need to be intentionally designed for quality learning experiences that are engaging and fun.</p>	3 months	<p>1. Convene planning committee.</p> <ul style="list-style-type: none"> - Target appropriate audience and their needs - Determine curriculum content using available materials/modifications to fit particular situation. - Plan recruitment and evaluation procedures. - Plan publicity strategies. -Identify potential instructors -Determine budget and target sponsors. -Recruit instructors -Prepare lesson plans and other teaching materials -Order teaching materials
<p>III. Action for Implementation:</p> <p>While the planning phase was intensive, the action for implementation phase involves a number of steps that need to be followed to ensure the program is marketed, delivered, and evaluated effectively.</p>	2 months	<ul style="list-style-type: none"> -Secure needed facility(s) and reserve. - Legitimize with appropriate agency(s) officials -Schedule information visits with appropriate personnel at recruiting sites -Plan recruitment presentation -Prepare schedule of locations and times for special interest.

	6 weeks	<ul style="list-style-type: none"> -Meet with planning committee. - Follow up on committee assignments. - Update of progress - Plan recognition activities for participants and volunteers. -Confirm instructors. -Schedule training. - Recruit additional volunteers according to needs.
	4 weeks	<ul style="list-style-type: none"> -Train instructors/ volunteers on: Subject matter lessons, use of instructional materials, characteristics of target audience, preparation of teaching aids, record keeping procedures. - Recruit youth (appropriate at this point, if participation has direct influence upon needed number of instructors, volunteers, support material, facility, equipment, etc.) - Send information letter to parents if recruitment has been done. - Prepare last minute checklist for coordinator, instructors, volunteers.
	3 weeks	<ul style="list-style-type: none"> - Distribute participant materials to instructors. -Check reserved facilities and make arrangements for special equipment.
	2 weeks	<ul style="list-style-type: none"> - Release media publicity; distribute posters, flyers, etc. -Recruitment of youth may happen here. -Send information letter to parents. - Check with instructors for last minute details.
	1 week	<ul style="list-style-type: none"> -Review checklist - Send follow-up letter to youth and parent - Continue publicity coverage.
<p>IV. Special Interest Program:</p> <p>The day has come! The kids are arriving and your leader is ready to go. Make sure to capture the event in pictures and anecdotal feedback-success stories are easy to write!</p>	Target	<ul style="list-style-type: none"> - Conduct special interest program - Monitor learning experiences. - Monitor record keeping. -Solicit feedback from participants, parents, instructors, and volunteers. - Continue publicity - When appropriate secure participant contracts. - Build awareness of additional community and county 4-H opportunities.

		-Conduct evaluation - Recognize participants who completed curriculum.
	AFTER	
V. Follow-up: In an effort to strengthen your next special interest program, make sure you gather enough information to make necessary changes while keeping the highlights of the program the same. The sooner you collect feedback, the easier the evaluation process can be!	1 week	- Thank you letters to instructors and volunteers. - Follow up with contracts. - Compile evaluations - Return teaching materials - Have participants names added to county mailing list. - Send participants promotional form letter with enclosure card to indicate their interest in an on-going 4-H experience.
	2 weeks	Meet with Planning Committee to evaluate and discuss future plans.
	3 weeks	Conduct recognition program for planning committee, instructors, volunteers
	When appropriate	- Recognize participants at contract end. - Evaluate contract experience - Notify participants when 4-H opportunities are planned for their interest, community, etc.

One of the hardest tasks within any 4-H delivery strategy is moving a youth from one delivery mode to another. One of the objectives of special interest is to move these short term 4-Her's into permanent club members. It may be possible to organize new clubs or incorporate them into existing clubs. Either way, a conscious, deliberate effort should be made on this task to capitalize on the good experience they had in the special interest program.

We also have to recognize that we will have youth in our special interest program and that is the extent to their 4-H experience. While we hope they will explore the number of other possibilities we provide, we have to make sure that the 4-H experience they have had is as enriching as possible. As with anything we do with 4-H, we need to continue to strive to make the best better, no matter what time commitment the youth is able to make.

II. SPECIAL INTEREST MARKETING SKILLS SHEET

MARKETING OVERVIEW

Marketing is essentially convincing the various 4-H user groups (youth, parents, volunteers and sponsors) that a particular program meets a need in the county and that they should become involved.

The purpose of this portion of the notebook is to provide you with some tools that will assist you in building or expanding your special interest initiative. The tools shared in the following sections are intended to be resources and suggestions for your use and adaptation.

Recognizing that you spend the bulk of your marketing time in recruitment, we have developed skill sheets dealing with various marketing techniques. Realizing the tremendous amount of creativity that exists in the county, these are offered only as examples. In addition we include examples of actual special interest marketing pieces developed by your peers.

We cannot place too much emphasis on the importance of enthusiasm for a particular program that both you and the volunteer leader exhibit. In most cases it is enthusiasm and the belief that what you are doing is important which motivates others to become involved.

The brochure is one of the easiest methods of recruitment; however, care should be exercised to keep it concise, accurate and fast-paced with lots of white space or graphics. In addition, be aware of the education level you have targeted and write to that level. It is far better to communicate than to try to impress people with your skills.

Parent letters should follow the same guidelines and should not exceed three paragraphs.

You will want to refer to the one-on-one and small group tool sheets provided. They contain some very sound concepts that, if implemented correctly, will bring much success to the 4-H Program in your county.

SPECIAL INTEREST MARKETING TOOLS

- TOPIC:** Designing Flyers/Brochures
See appendix for examples
- PURPOSES:** Flyers or brochures help potential 4-H Special Interest youth and program leaders understand:
- Program Title
 - What the program is about
 - Who can participate
 - What the program goals are
 - How the program is delivered
 - When and where the program will take place
 - Who the program leadership team is
- MATERIALS:** Most special interest brochures or flyers will be simple reproductions and in format variations of flat or folded 8 1/2" by 11" page size. Clip art and screened photos should be used to brighten page format.
- WHEN ARE THEY VALUABLE:**
- Design and use flyers and brochures when:
- Several separate program units will be recruited for and established county-wide.
 - Funding for a program is needed and the "Program Description" is inadequate in presenting the program to potential:
 - Sponsors
 - Program leaders
 - 4-H'ers
 - Volunteer Parents
- PROCEDURE:**
- Use a program title and logo consistent with the curriculum package title
 - Choose a page format
 - 8 1/2" x 11" full page
 - 4" x 9" folded page
 - 1/2 page
 - double fold/legal fold
 - trifold
 - Choose a basic target brochure audience
 - Youth
 - Volunteers
 - Sponsors
 - Combined
 - "Lay out" the Brochure
 - Title and logo
 - Photos or graphic images
 - Blocks of copy/print

- While keeping your target brochure audience in mind:
 - Choose photos, clip art, or graphics
 - Write copy to answer the questions implied in the “purposes” section of this fact sheet
- Reproduce a “rough” and edit copy or print in numbers as needed

BASIC TIPS:

- Always use the 4-H clover prominently
- Use program title and logo on all materials
- Keep it simple; use lots of “white” space
- Use color if budget and/or copy equipment allows
- Strive for excellence in:
 - Attractiveness/neatness
 - Format crispness
 - Content accuracy/validity

Additional Tips from Fred Bailey, Western Piedmont Community College, Continuing Education Division:

- Visualize yourself reading the brochure.
- Demand immediate action.
- Stress uniqueness of program.
- Write in the second person (you).
- If there is a fee, do not use decimals.
- Opening must be snappy.
- Use graphics.

Remember the 60 SECOND DIRECT MAIL CLOCK:

- 4 seconds: open mail or discard
- 11 seconds: open now or later
- 15 seconds: pertinent or interesting: benefit up front
- 20 seconds: additional benefits
- 20 seconds and beyond: point to begin reading not reading in sequence of writing; each block must have a benefit for the reader to continue.

SPECIAL INTEREST MARKETING TOOLS

- TOPIC:** Designing Special Interest Newsletters/Booklets
See example in appendix
- PURPOSE:** Newsletters/Booklets inform the targeted audience of special interest opportunities.
- MATERIALS:** Most newsletters and booklets could be several pages in length and are generally photocopied.
- WHEN ARE THEY VALUABLE:** Design and use newsletters and booklets when:
- Several Special Interest Programs will be offered in a short time or when planning a yearly or quarterly calendar of special interest.
- Choices will need to be made by potential participants.
 - The audience is defined and fairly small in size.
 - Use a page format (generally full or half page).
 - Choose your audience (youth, volunteers or both).
 - Newsletter/Booklet layout
 - a. use different lettering styles
 - b. use clip art, photographs, or graphics
 - c. write and copy in a clear and concise manner

SPECIAL INTEREST MARKETING TOOLS

- TOPIC:** Designing Inserts
- PURPOSE:** Mailers help parents see potential course offerings through the following:
- Program title
 - Program goals
 - Who, where, and when of program
 - Sponsoring agency
- MATERIALS:** Most mailers will be one sheet with printing on one or both sides.
- WHEN ARE THEY VALUABLE:** Design and use mailers when:
- Wanting to reach your target audience
 - Designing to create general 4-H awareness throughout the county
- WHERE THEY CAN BE INSERTED**
- Inserts for ad pages
 - Water bills, electric bills
 - Postcards
 - Newspaper inserts
 - Bookbag notes
- PROCEDURE:**
- Use an easily understood title (i.e; 4-H Summer Fun).
 - Design the mailer to contain only necessary information.
 - Target one side of mailer to parents and other side to youth.

SPECIAL INTEREST MARKETING TOOLS

- TOPIC:** One-on-One Presentations
(example: donor, single volunteer, parent, member)
- PURPOSES:** One-on-one presentations are made with program sponsors, key volunteers, and key youth to produce:
- Awareness of what the program is
 - Knowledge of how the program is scheduled/conducted
 - Positive feelings for program goals/design
 - Preference for program in response to need
 - Conviction for value of active participation
 - Commitment to full program involvement
- MATERIALS:** One-on-one presentations should include a package containing:
- A descriptive program brochure
 - An example of curriculum to be used
 - Program descriptors/role description
 - A program calendar
- WHEN ARE THEY VALUABLE:** Plan one-on-one presentations when:
- Recruiting a master volunteer to coordinate special interest Programs
 - Requesting support funds from sponsor/donor
 - Making first contact in community
 - Recruiting volunteers for conducting special interest programs
- PROCEDURES:**
1. Write three specific outcomes desired as a result of the presentation
 2. Contact individual to whom presentation will be made and:
 - a. Explain purposes of presentation
 - b. Establish time and place (go to the contact if possible)
 3. Obtain program materials and review/practice presentation. Reform presentation purposes.
 4. Arrive promptly for your appointment and make presentation.
 5. Following presentation make self-evaluation to improve future performance.
 6. Write a thank-you note.
- BASIC TIPS:**
- Use one-on-one presentations only when that individual is needed for key role.
 - Be specific with the purpose of the presentation and focus on accomplishing your written outcomes.
 - Ask for a commitment. Get a decision from the individual.
 - Go to the contact. Do not ask them to come to you.
 - Package your presentation materials attractively.

SPECIAL INTEREST MARKETING TOOLS

- TOPIC:** Small Group Presentations
(Example: civic groups, donors, school groups, churches)
- PURPOSES:** Small group presentations are made to potential and active sponsors, volunteers, and youth to produce:
- Program awareness
 - Knowledge of program design
 - Positive feeling about involvement
 - Program preference
 - Conviction of program value
 - Commitment for active involvement
- MATERIALS:** A small group is up to twelve people. Presentation package materials and visuals are tailored to the setting. Plan to provide handout materials such as:
- Brochures
 - Role descriptions
 - Program calendars
- Package these elements attractively for distribution to individuals in group. Cardboard folders with county identification work well. Tailor visuals such as:
- Flip cards/charts
 - Table top/loose leaf presentation binders
- WHEN ARE THEY VALUABLE:** Small group settings are the most effective marketing setting for both awareness/positive feeling and conviction/commitment. People take risks more readily in groups, with others they know than alone. Use the small group setting to:
- Promote special interest participation
 - Recruit volunteer teams
 - Train teams
 - Evaluate
- PROCEDURE:** - Write three desired outcomes/purposes for your presentation.
- Contact an appropriate school representative, make an appointment and make a one-on-one presentation to gain program acceptance and a date for your presentation.
- Plan your school presentation, collect materials, rehearse with objectives in mind.
-Arrive one hour early, meet your school contact and set up.
- Make your presentation to accomplish desired outcomes.
- Limit your presentation to a maximum of 30 minutes including

questions.

BASIC TIPS:

- Ask for feedback from your school contact (s).
- Contact and make one-on-one or small group presentations with key school personnel first.
- Involve your contact (s) in planning/execution.
- Rehearse and “dry run” your total presentation.

SPECIAL INTEREST MARKETING TOOLS

TITLE:

Special interest Specialized Committee

PURPOSE:

Establish an on-going committee to design, implement and evaluate renewable special interest programs which target for specific audiences and reflect assessed needs.

COMMITTEE OBJECTIVES:

1. Attend training session on Special Interest Programming.
2. Analyze data from county needs assessment.
3. Identify and recruit Special Interest Volunteers.
4. Conduct marketing, implementation and evaluation training for volunteers who will teach curriculum.
5. Administer evaluation of volunteers regarding the program.
6. Analyze participant evaluation summaries.
7. Make recommendations for renewable Special Interest Programs.
8. Continuity is important. Identify potential committee members to replace those whose term has ended.

PEOPLE WHO SUPPORT:

- 4-H Program Committee
- Extension 4-H Agent
- Extension Subject Matter Agent

**SPECIAL INTEREST MARKETING TOOLS
AGENT**

TITLE:	Extension 4-H Agent / Subject Matter Agent
GENERAL ASSIGNMENT:	Design, promote, and manage delivery of subject through the special interest program and staffing design.
RESPONSIBILITIES/ SKILLS	<ol style="list-style-type: none">1. Identifying and developing skills to manage a quality special interest needs of youth/adult audience.2. Establishing groups to assess special interest needs of youth/adult audience.3. Facilitate discussion on subject matter focus and packaged curriculum which best responds to identified needs.4. Scheduling/executing staff orientation for selected curriculum.5. Assist specialized committee in promoting the program and registering participants.6. Supporting program implementation.7. Evaluating program impact.
PEOPLE WHO SUPPORT:	<ol style="list-style-type: none">1. Key master volunteers2. Subject matter agents3. Youth/adult program participants4. Program volunteers5. Resource people as needed

Sample Letter

Catawba County Center
North Carolina Cooperative Extension Service
College of Agriculture and Life Sciences
1175 S. Brady Avenue
PO Box 389
Newton, NC 28658-0389
Phone 828-465-8240

May 7, 2007

Dear 4-H Lock-In Participants,

Thank you for attending the 4-H Lock-In in April. I hope you had a good time and learned some new things about opportunities you can do in 4-H as a teenager. Personally, I think 4-H offers many fun and exciting opportunities for teen 4-H'ers to travel, earn award money, and gain skills that will help you as you prepare for college and jobs.

Please complete the enclosed evaluation about the Lock-In and return using the pre-addressed envelope.

Sincerely,

Donna Mull
Extension Agent
4-H Youth Development

Sample Letter

March 23, 2007

Catawba County Center
North Carolina Cooperative Extension
Service
College of Agriculture and Life Sciences
1175 S. Brady Avenue
PO Box 389
Newton, NC 28658-0389
Phone 828-465-8240

Dear 4-H Mini-Society Participants,

I enjoyed having the chance to get to know you during Mini-Society that was offered as part of GEAR-UP at Newton-Conover Middle School. I hope enjoyed the series and learned some things that will helped you think about the pros and cons of owning your own business. I would like to invite you to participate in some other upcoming 4-H activities and/or get involved with a local 4-H club. I have enclosed a brochure with a list of area 4-H clubs.

Just-4-Teens 4-H Club is a group just for middle and high school teens, which meets in Newton the last Thursday of each month at 6:30 p.m. Youth in the club are involved educational, community, service and recreational programs just for teens. If you would like more information about this club or other 4-H clubs in the area, give me a call or e-mail donna_mull@ncsu.edu . The group's next meeting is planned for Thursday, March 29 and this month we will have a program on self-defense. I have enclosed a letter with information about the program as well as upcoming 4-H events just for teens. Hope to see you in 4-H!

Sincerely,

Donna Mull
Extension Agent, 4-H

Sample Follow-up Newsletter

Beaufort County 4-H Newsletter Fall 2004

Fall is coming! Are you ready for 4-H club work? Well, now is the time for 4-H clubs to recruit new members and work on 4-H project record books. If you are not in a 4-H club call the Beaufort County 4-H Agent, Louise Hinsley at 946-0111 and get involved!

SUMMER SUCCESS STORIES...

Wow! Summer 4-H programs just keep getting better and better each year!

4-H Camp Wannagoma!

Goose Creek State Park welcomed over 50 youth with great educational programs!

The first Camp session was held June 7-11. The campers were: Thomas Alligood, Will Blake, Eliza Bowen, Mercedes Brinn, Wyatt Brown, Bryan Darkow, Amanda Hafenmainer, Derek Hafenmainer, Mariah Hawkins, Hunter Holley, Meagan Jenkins, Will Lurvey, Allyssa Martin, Dina Nobles, Bethany Oliver, Kyree O'Pharrow, Megan Sawyer, Coleman Smithwick, Candance Spaulding, Karlee Squires, Damian Swindell, Hollyanne Rogers and Kimberly Wallace.



The second session included: Sam Ainsworth, Tommy Anderson, William Archie, Logan Bargelt, Chase Brooks, Tanner Brooks, Adam Cahoon, Clay Congleton, Zach DelGuercio, Brent Hubers, Jesse Hubers, Hope Jarvis,

Louise Mitchell, Mariah Mordecai, Rebecca Omonde, Riziki Omonde, Austin Parker, Kelsey Scherer, Jai Smith, Denton Richey, Anderson Rish, Dwight Rish, Amanda Wallace, and Hunter Watters.



Each camper enjoyed the nearly 18 hours of programs which included: a presentation from the Fossil Museum, hands-on sharks teeth search, an Indian Heritage archeology dig, canoeing, hiking Flatty Creek, bird identification and a bird hike, build a bird activity, printing a T-shirt, building a bird feeder, learning about reptiles, making a suncatcher, coloring for the Washington Daily News visiting artist, singing with Pamlico Joe, building rafts, raft races, and grilling safety making shrimp and pineapple kabobs. As always 4-H is thrilled to team with the great staff at Goose Creek State Park! Special thanks to Mrs. Susan Chase for her assistance with the grilling session.

4-H Oral Presentation Program

You just can't think of 4-H Summer Programs without 4-H oral presentation competition. Youth select a topic, research that topic, write a script, make posters, gather props, and practice, practice, practice!! **Soon they are ready for County, District and State Competition!**

It was a great 4-H summer and you can make it a great fall by looking over the new items within this newsletter and getting yourself involved!! It is time to begin planning for the Fall!!!



STOP AND MARK YOUR CALENDARS:

Sept. 13

4-H Parent/Leader Meeting 12 noon until 1:00 pm with lunch provided

or choose the evening

Sept. 13

4-H Parent/Leader Meeting 7:00-8:00 PM

Sept. 28

4-H Embryology starts in 2nd through 6th grade classrooms

Oct. 8

4-H Electric Workshop 9:00-12 noon. Registration \$10.00 each youth ages 11-18

Oct. 11

Set up Beaufort County 4-H Exhibit at the NC State Fair, Raleigh

Oct. 15-24

NC State Fair

Oct. 25

Remove Beaufort County 4-H Exhibit from NC State Fair

Oct. 29

4-H Record books are due in the Beaufort County 4-H Office

Nov. 13-14

State 4-H Council Conference for youth ages 12-18. Call for details – 946-0111.

Dec. 6

Beaufort County 4-H Achievement Fair/Night

Sincerely,

Louise L. Hinsley
Extension Agent
4-H Youth Development

III. SPECIAL INTEREST VOLUNTEERS

Where are Volunteers Located

Professional staffing in 4-H is not likely to expand and yet agents feel pressure to expand and upgrade their respective programs. The key charge emanating from the Federal, State and District levels is to secure additional volunteers. The reasons for this charge are many and yet the most basic question remains, “How do I find the volunteers I need to accomplish the objectives set?” For new agents this is particularly frustrating because they have not formed the networks that many of our more experienced agents have cultivated.

The most general answer given is that potential volunteers are everywhere, and they are, if you know what you are looking for. Have in mind what purpose the volunteer will serve and have in hand a job description of what the individual will accomplish. The question now becomes, “Where do I find this person and how can I recruit this person to volunteer?” Let’s look at potential volunteers by curriculum area.

Animals

Livestock Producer	Livestock Auctions	Animal Prod. Co.
Veterinarian	Livestock Association	Salesperson
Feed Mill Operator	Pet Store Owner	Equipment Dealers
Farm Supply Manager	Young Farmer Club	Equipment Dealers
Animal Shelter	SPCA	Soil Conservation Services
Commodity Broker	Agriculture Loan Officer	Vo. Ag. Teacher

Plants

Feed and seed Stores	Landscape Companies	Turf Growers
Nursery Growers	Herbicide/Pesticide	Commodity Broker
Salesperson	Companies	Master Gardner
Nursery Retailers	SCS	Fertilizer Dealers
Equipment Dealers	Commodity Org.	Vo. Ag. Teachers
Garden Clubs	Grain Elevators	
Beautification Commodities		
Soil and Water Conservation		

Leadership / Citizenship & Civic Education

Guidance Counselor	Employment & Security Comm.	Kiwanis
County Commissioners	Employment Agencies	Optimists
Personnel Directors	Law Enforcement	Ruritan
Judge	Civic Groups	Toastmasters
Lawyer	Rotary	Jaycees
Young Democrats	Young Republicans	Legislators
Young Organizations	Professionals	Occupations
Business and Professional	Women Clubs	

Environmental and Earth Education

Stream Watch Organization	Parks and Recreation	Wildlife Clubs
Audubon Society	Foresters	Hunting Clubs
Sierra Clubs	Game and Fish Officers	Ducks Unlimited
Keep NC Beautiful	SCS	Fisherman
N.C. Division of Environment, Health and Natural Resources	Science Teachers Aquariums/Zoo	TV Weatherperson Soil Conservation Districts NC Wildlife Resources Commission

Science and Technology

Electric Supply	Fire Department	Hardware Store Mgr.
Mechanic	Emergency Med. Tech.	Electrician
Bicycle Shop Owner	Lawn Mower Dealer	Police Officers
Computer Store Manager	Lawn Care Company	American Red Cross
Vo. Ag. Teacher	Power Company	

Healthy Lifestyles/ Consumerism and Family Sciences

Dietician	Electric Companies	Furniture Store Mgr.
Day Care Operator	Craft Store Operators	Health Teacher
Clothing Store Manager	Historical Society	Modeling Agency
Vocational HE Teacher	Interior Decorators	Cosmetics Dealer
Extension Homemaker		

Communications and Expressive Arts

Scoutmaster	Newscaster	Parks and Recreation
Game and Fish	Video Cameraperson	Local Theatre Groups
Park Ranger	Photographer	Speech Teacher
Newspaper Reporter	Toastmasters	Arts Council
Dance Studios	Music Teachers	Drama Teacher

These are just some of the places you may find the volunteer your county program needs. By no means is this an exhaustive listing, but it should serve to get you started. Do not forget to look inside your own county office as well and tap the resources available through our Extension family. Many of our Family Consumer Science Agents, Horticulture Agents, Crop Agent, etc. can recommend volunteers and additional resources to help implement your program.

RECRUITING THE SPECIAL INTEREST VOLUNTEERS

The Special Interest delivery mode gives you the opportunity to approach highly trained potential volunteers and secure their services for the local 4-H program. It is very difficult for a professional in a given field to turn down a chance to share their knowledge and experience in their chosen specialty. Use this to your advantage, but be prepared when you go to recruit this specialty volunteer. Here are some guidelines:

- Have a positive attitude and some knowledge about the subject matter you want delivered.
- Feel confident that the potential volunteer will accept the position because it is a chance for them to share their knowledge and experience.
- Call for an appointment, specify the amount of time needed and in general what you seek from the individual. If the appointment is more than one week away, send a letter of confirmation restating the intent of the meeting.
- Formulate a job description specifying what you would like the individual to accept, but be prepared to negotiate.
- Assemble the curriculum to be delivered, 4-H brochure, a job description, and pieces about specific aspects of 4-H that would be appropriate. Package these neatly in a folder. Do not take every piece of literature you have.
- Call two days before the meeting to confirm the appointment and develop a script of what to say during the recruitment.
- Arrive 10 minutes early for your appointment. Should you arrive earlier, rehearse what you will say. Calm yourself. Remember you have decided that this person is good enough to work with the young people in your county.
- Be professional and avoid slang. Dress appropriately for whom you are recruiting. Use the job description and other literature to present your programmatic needs clearly and concisely.
- Do not tell them more than they want to hear or need to know. It is better to let them ask questions.
- Ask your question about volunteering, and then be prepared to negotiate.
- When a reply is given, express thanks, leave, and mail a letter of thanks and negotiated job description.
- Remember you are the interviewer. If during the interview process, you decide this person is not the best person for the job, for any reason, don't ask them to volunteer for the position. Instead define again what you needed and ask if the person could recommend someone else or

perhaps they could serve in some other capacity. Don't just recruit a body; recruit a positive experience for your 4-H'ers.

Recruiting Script

Let us look at an example of an agent, I. B. Green, who wishes to recruit Mr. Poll to deliver an animal science curriculum to 30 youths ages 9-12 in three two-hour sessions. Mr. Poll is an investment broker and a member of the local Cattleman's Association. We will assume that he is not an Extension user and, therefore, you are on your own.

Do your homework on the association and select two youths to attend the meeting who have some knowledge of cattle and 4-H. It is important that you not feel as though you have failed, because you have not. From your visit with Mr. Poll you could gain entry to an organization of 20-30 potential special interest volunteers. Be positive and keep your enthusiasm at a high level. You will succeed.

Green: "Good Morning, Mr. Poll. Thank you for making time in your schedule for me to share an opportunity I think you will be excited about."

Poll: "Fine, have a seat."

Green: "Are you familiar with the 4-H program in Clover County?"

Poll: "Not very well, I've seen some news articles and I've heard of 4-H, but I really don't know that much about it."

Green: "The 4-H Program is a learn-by-doing educational program which uses curriculum backed by NCSU specialists as it's unique feature. In Clover County, 4-H includes approximately 1,000 youths ages 5-19 and 100 adult volunteers. Two hundred fifty of those youths are in 16 community clubs located throughout the county and an additional 300 are in school enrichment. The remaining 450 youths are in Special Interest Groups."

Poll: "Special Interest Groups?"

Green: "Yes, special interest is fairly new to our county. So far we have used fire safety and environmental field days. These are programs which are led by volunteers with expertise in a particular area and are short-term in nature."

Poll: "I see. By the way, how did you get my name?"

Green: "One of our 4-H program committee members, Sue Halter, mentioned you were real good with cattle and had tried some innovative management practices on your farm."

Poll: "Innovative! No, just trying to break even."

Green: “ Well, Ms. Halter was impressed and it’s your expertise that the 4-H program needs. We have 30 young people ages 9-12 who want to learn about cattle. We have lesson plans and learning kits, but what we need is you, Mr. Poll, to bring it to life.”

Poll: “What would be involved?”

Green: “The way we envision this program we would need three, two hour blocks of time on the 2nd, 3rd, and 4th Saturdays of next month.”

Poll: “Whoa, I am pretty protective of my weekends. I work all week so that I can get my cattle business done on weekends.”

Green: “Believe me, I too know how precious weekends are, but they are also precious for these 30 youths. They would have much rather had the training during the week, but everyone has to work.”

Poll: “ I hadn’t thought of that, but my weekends are mine and you’re talking about three weekends.”

Green: “ Let me show you exactly what we have planned for the program and where you could help. Mr. Dewlap at the livestock barn has said we could use sale animals that are brought in for some of the procedures. We have a kit which has all the equipment needed in cattle management. We also have step-by-step lesson plans that encourage the youth to try, then learn, then do. You would be responsible for reviewing the material to be presented, taking the kit to and from the meetings and conducting the workshops. We would also ask you to assist us in evaluating the 4-H’ers increase in knowledge as a result of their learning experience.”

Poll: “Weekends are still a problem and what about discipline problems. There is always one!”

Green: “We are asking that one parent or adult accompany every 3 children for safety reasons which should also alleviate the problem of discipline. As I mentioned in the beginning, these youth are here because they want to learn and you are being asked because of your expertise. Can we count on you to help us?”

At this point you have asked for commitment and Mr. Poll could say yes or no. Are you ready for either response? If the answer is yes, you need only thank Mr. Poll and follow up with a letter and Job Description. What follows is one way to handle a no response.

Green: “Is there a particular portion of this role you do not feel comfortable with?”

Poll: “Yes, the weekends are still a problem.”

This is where negotiation of the job description begins. Have in your mind before you arrive the minimum of what you will accept from Mr. Poll. You may want to talk about two, three-hour sessions; one six-hour session, or evening sessions during the week.

Green: “What if we changed the format so that we used only one weekend, the 2nd Saturday next month from 8 a.m. to 3 p.m., for example?”

Poll: “No, I just cannot find the time, although I can see the value.

Green: “Well, we certainly understand time constraints. Let’s think for a minute, you know what we need and given your association with the cattle industry, who could you recommend to me?”

At this point, Mr. Poll could give an invitation to the cattlemen’s meeting, say he will have to think about it, give you a name, or tell you he cannot think of anyone.

Poll: “Why don’t you come to our meeting Thursday night. I’ll have Bill Horn put you on the agenda.”

Green: “Would it be okay if I bring a couple of the youths who would be involved in the program to the meeting?”

Poll: “Sure, that would be fine.”

Green: “Thank you, Mr. Poll, for your time and assistance. I am sure with your help we will be able to find someone who both has the expertise and time to help these youths be the cattlemen of tomorrow.”

Poll: “I’ll do what I can.”

Once they say “I’ll do it...”

-Be sure to have the new volunteer fill-out the volunteer packet found in the appendix of the Special Interest guidebook

-Review the job description with them, making sure they are aware of what is expected of them before, during, and after the program

-Establish a realistic timeline for scheduling the program as well as a follow-up debrief session.

-Most importantly, remember to recognize their time and commitment!

VOLUNTEER RECOGNITION

Recognition is a reward that makes you smile, keeps you coming back, and makes you want to take on bigger jobs.

Recognition of volunteers is welcomed when it is genuine and when it's in proportion to the work done. Recognition is best when related to the job as well as at annual celebrations.

- Recognition amounts to saying "Thank You"
- In small ways...most of the time
- In big splurges ...occasionally
- Sometimes verbally...thanks
- Sometimes formally...pins and parties

The nature of the job entrusted to a person enables a person to learn very quickly whether what he does or how he does it has significance and whether he would be missed if he stayed away.

LETTERS: Handwritten notes to the volunteers and letters to the parents of youth the volunteer reaches are great. Letters to the husband or wife of the volunteer thanking them for support and understanding is a nice touch. Letters of appreciation to schools and businesses of volunteers attesting to the contributions of a volunteer are very important.

PUBLICITY: News articles, radio, television features, or a picture with caption posted in office or meeting place are excellent examples of public recognition.

GROWTH IN THE ORGANIZATION: Allow volunteers to participate in planning and use ideas and materials prepared by the volunteer. Promote or give added responsibility, as well as access to more training, for those who wish to do more for the program.

CEREMONY: The recognition ceremony should include VIP's of the organization who will make the awards. A lunch, dinner, tea, coffee, picnic, or pool party are all good settings for honoring volunteers.

FINANCIAL: Arrange financial support to pay transportation, pay sitters, pay parking, or conference fees. A merchant may grant discounts to 4-H volunteers.

TIME: Set a time when they know they can call you or come by to see you but also visit them at their home. Take time to say thanks often.

OTHER: Provide an opportunity for new experiences, relationships with others, and affiliations. Meet their needs to give, grow, learn, effect change, solve problems, and make decisions.

The need for recognition may be the most important motivating force in obtaining and keeping volunteer leaders. However, an overabundance of public recognition can result in the leader's rejection by their group.

Praise is tricky. Some of it should come publicly and some privately, but always sincere.

Some methods of recognition are:

1. During the time of the leader's responsibility, treat her as a co-worker on a responsible job.
2. Give personal compliments immediately and sincerely.
3. Annual recognition banquet or testimonial dinner. Recognize volunteer leaders in front of people who are important to them.
4. Letters of appreciation.
5. Confer titles on volunteer jobs.
6. Mention names in newspaper articles, radio, or television.
7. Seek advice and follow it.
8. Encourage appreciation from friends and associates.
9. Help leaders see the growth of club members as a result of their efforts.
10. Give special awards for special contributions—pins, certificates, "volunteer of the month award," etc.

One Rule: BE CONSISTENT

