

Northeast Regional
4-H Professional Research Knowledge and Competencies Self-Assessment
Planning for Professional Development

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Northeast Regional 4-H Professional Research Knowledge and Competencies Self-Assessment Planning for Professional Development

Background

In 2017 the National 4-H Professional, Research, Knowledge & Competencies (PRKC) (Byrne, 2017) was revised to reflect contemporary needs of 4-H youth development professionals. The 4-H PRKC is a framework of professional competencies that are vital to the success of the 4-H professional within six domains including 1) Youth Development, 2) Youth Program Development, 3) Volunteerism, 4) Access, Equity and Opportunity (AEO), 5) Partnerships and 6) Organizational Systems. A 4-H PRKC Self-Assessment instrument was also developed to help 4-H professionals identify where to focus their professional development efforts. To date, the 4-H PRKC Self-Assessment has not been utilized beyond individual use. By developing an online instrument and collecting data across the region, this project utilizes the 4-H PRKC in an exciting and novel way that can inform the investment of professional development resources at the state and regional level.

Project Objectives and Outcomes

The objectives of this project are to 1) help 4-H professionals identify key competencies/domains for skill building and develop an individualized professional development plan focused on those areas, 2) identify knowledge and skill gaps trends among 4-H professionals and 3) inform the utilization of limited professional development resources at the state, regional and national level.

The purpose of this regional self-assessment study, which engaged nearly 200 4-H Youth Development professionals across the Northeast region in utilizing a web-based version of the national 4-H Professional Research, Knowledge and Competencies (PRKC) framework, was to

help identify skill gaps and areas of professional development need. These results will help inform decision-making and investment in professional development at the state and regional level for Extension workers in the field of Youth Development resulting in a stronger, more competent Extension workforce. This project has the potential to strengthen the Extension workforce throughout the region and positively improve the outcomes and impacts of programming reaching hundreds of thousands of youth engaged in 4-H programs throughout the Northeast.

At the individual respondent level, the 4-H Professional Research, Knowledge and Competencies (PRKC) framework helps individuals better understand what skills and abilities are most important when conducting 4-H youth development work and where their own skill gaps lie. Each respondent receives an individualized report and is encouraged to complete an annual professional development plan.

At the aggregate level, this regional report was provided to State 4-H Program Leaders and Extension Directors in the Northeast. The cumulative report findings will be shared broadly offering insight on gaps with competencies for 4-H professionals.

Methodology

In summer 2020, 4-H youth development professionals from the Northeast region were invited to participate in this research project. With a completed response of N=188, this project had an estimated reach of 36% of 4-H Extension professionals in the Northeast region. The purpose of this self-assessment is for 4-H youth development professionals to use the 4-H Professional Research, Knowledge and Competencies (PRKC) framework to better understand what's important when conducting 4-H youth development work, identifying areas for their own improvement or to assess development needs of program staff.

This first phase of this project asked participants to complete a 10-minute self-assessment survey. This survey tool was developed using Qualtrics and utilizing the PRKC self-assessment instrument that reflects competencies in the six domains including 1) Youth Development, 2) Youth Program Development, 3) Volunteerism, 4) Access, Equity and Opportunity (AEO), 5) Partnerships and 6) Organizational Systems. Competencies are described as proficiencies or specific skills and behaviors that are necessary for being an effective youth development professional. Each competency is defined in terms of how it reflects your understanding and proficiency. For each of the six domains, participants were asked to indicate the rating for each competency that best reflects their understanding and proficiency using the Reflect Me Likert Scale (including the options of Untrue of me, Somewhat untrue of me, Neutral, Somewhat true of me, True of me). When the survey was completed, participants received a score based on a possible total of 100% for each domain. Participants were invited to use their self-assessment data to complete a personal professional development plan. The Rutgers Office of Research Analytics analyzed the aggregate data.

In addition to the qualitative data summarized below, see the attached appendix (A) presenting qualitative feedback from participants with suggestions of professional development they believe would be valuable for their state. Topics identified cut across all domains and most competencies. Organizational systems are not included as a separate category but is captured in the qualitative data in all other domains of the PRKC.

Next Steps

The Northeast State Program Leaders will be asked to engage in further reflection on this data during their 2021 meeting. Resources suggested in the 2020 pilot will also be collated by the Professional Development Working Group (chartered under the 4-H Program Leaders Working

Group (PLWG) and made available to 4-H Professionals which can be found at <http://nj4h.rutgers.edu/4hprkc/>. We look forward to sharing this electronic PRKC instrument nationwide.

Support

This project was supported by the John and Anne Gerwig Director's Fund, an annual, competitive award given to projects empowering Rutgers Cooperative Extension professionals to make a larger impact on our communities.

References

Byrne, C. (Ed.). (2017). Growing together: 4-H professional, research, knowledge and competencies 2017. Retrieved from <https://nifa.usda.gov/sites/default/files/resources/4-H%20PRKC%202017%20Guide.pdf>

Demographics of 4-H PRKC Survey Sample

Tables 1 – 6 explore the demographics of the survey respondents by employment status, land grant institution, percent effort on 4-H Youth Development, years of Extension service, years of youth development work. In all, 188 respondents representing twelve land grant institutions completed the survey instrument.

Table 1 – *Demographics of Respondents*

Employment Status	Frequency (n)	Percent (%)
Full-Time	152	80.9%
Part-Time	36	19.1%
Land Grant Institution	Frequency (n)	Percent (%)
Connecticut	7	3.7%
Cornell	18	9.6%
Delaware	9	4.8%
Maine	17	9.0%
Maryland	6	3.2%

Massachusetts	9	4.8%
New Hampshire	8	4.3%
Penn State	44	23.4%
Rhode Island	2	1.1%
Rutgers	32	17.0%
Vermont	12	6.4%
West Virginia	24	12.8%
Percent of time worked in 4-H youth development	Frequency (n)	Percent (%)
Less than 25%	4	2.1%
26%-50%	18	9.6%
51%-75%	31	16.5%
Greater than 75%	135	71.8%
Years of Service in Cooperative Extension		
Mean years	12.4	
Std Dev	9.54	
Min	less than 1	
Max	43	
Years in Youth Development Prior to Cooperative Extension		
Mean years	7.0	
Std Dev	7.27	
Min	less than 1	
Max	33	

Table 2 – Employment by Institution

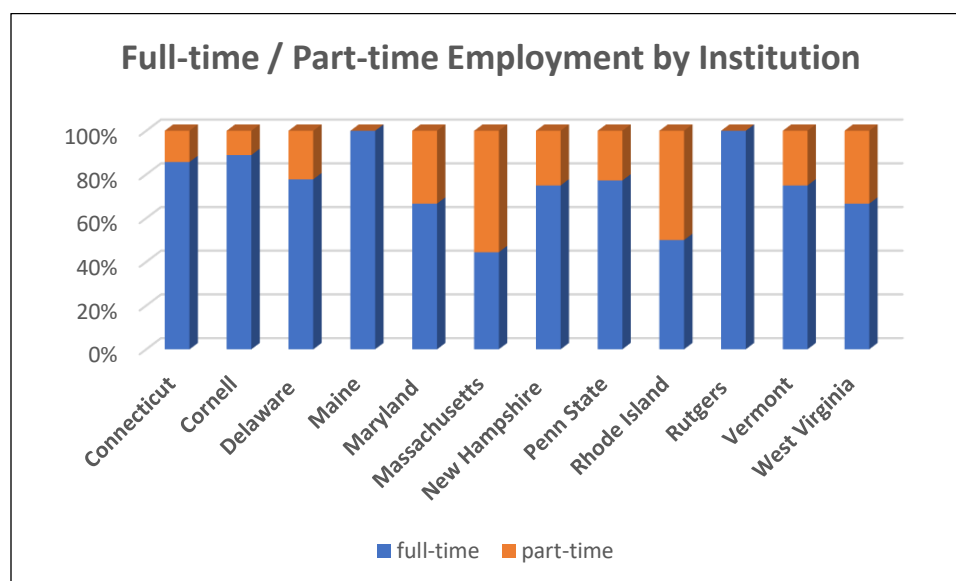


Table 3 – Years of Extension Service

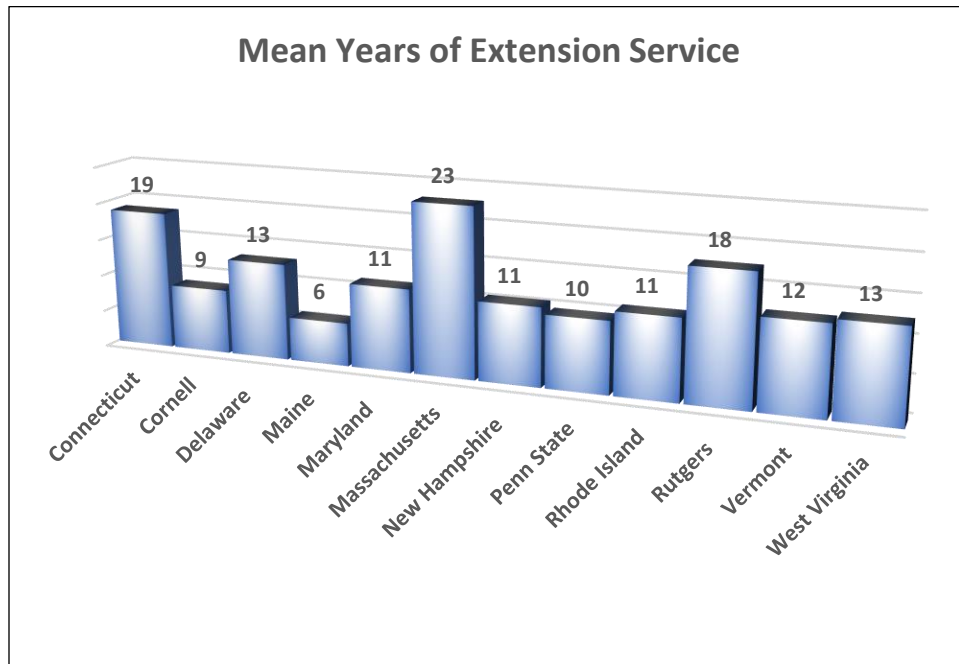


Table 4 – Effort focused on Youth Development Programming

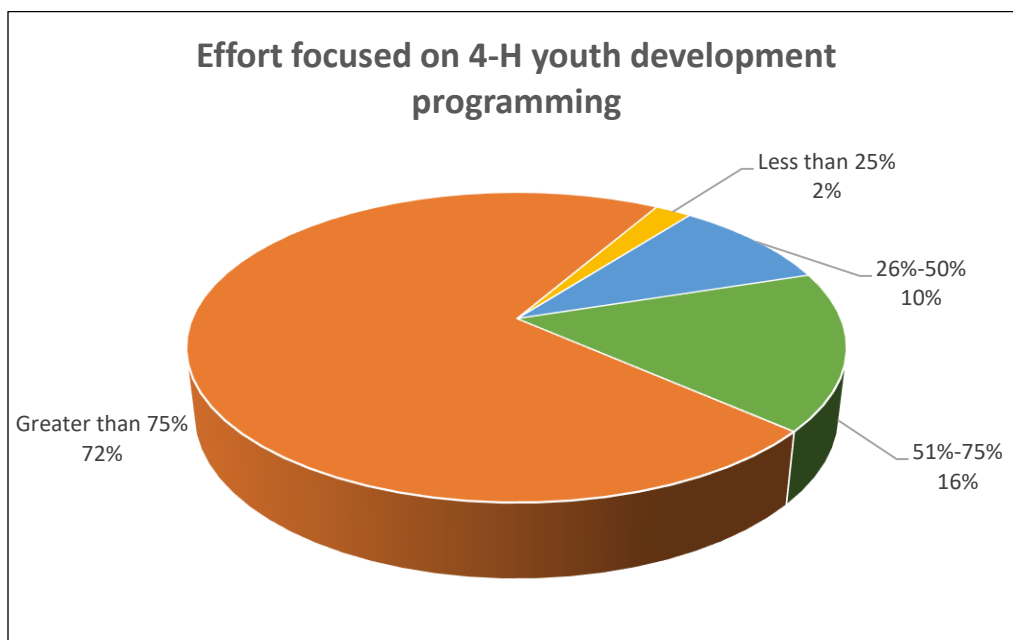


Table 5 – Employment Status by Land Grant Institution

Land Grant	n	Full and Part-time employment		Type of employee		
		full-time	part-time	FTF	FTS	PTE
Connecticut	7	85.70%	14.30%	28.60%	57.10%	14.30%
Cornell	18	88.90%	11.10%	0.00%	88.90%	11.10%
Delaware	9	77.80%	22.20%	0.00%	77.80%	22.20%
Maine	17	100.00%	0.00%	17.60%	82.40%	0.00%
Maryland	6	66.70%	33.30%	33.30%	33.30%	33.30%
Massachusetts	9	44.40%	55.60%	11.10%	33.30%	55.60%
New Hampshire	8	75.00%	25.00%	0.00%	75.00%	25.00%
Penn State	44	77.30%	22.70%	0.00%	75.00%	25.00%
Rhode Island	2	50.00%	50.00%	0.00%	50.00%	50.00%
Rutgers	32	100.00%	0.00%	40.60%	59.40%	0.00%
Vermont	12	75.00%	25.00%	0.00%	75.00%	25.00%
West Virginia	24	66.70%	33.30%	54.20%	12.50%	33.30%
Total	188	80.90%	19.10%	18.10%	62.20%	19.70%

The results shown in Table 5 indicates 188 total respondents representing 12 Land Grant Universities (LGU) in the North East Region. The percentages of respondents in full-time (80.9%) and part time (19.1%) positions is illustrated. The type of employee is indicated by percentages FTF-full time faculty (18.1%), FTS-Full time staff (62.2%), and PTE-Part Time Employee (19.7%). Abbreviations were determined to recognize the titles used in the region.

Table 6 – Years and Effort by Land Grant Institution

Land Grant	n	Years of service w/ Extension		Percent of effort focused on 4-H youth development programming			
		mean	std dev	Less than 25%	26%-50%	51%-75%	Greater than 75%
Connecticut	7	18.7	11.9	0.0%	14.3%	0.0%	85.7%
Cornell	18	8.8	6.1	0.0%	11.1%	0.0%	88.9%
Delaware	9	13.1	5.6	0.0%	11.1%	22.2%	66.7%
Maine	17	5.9	5.6	5.9%	5.9%	29.4%	58.8%
Maryland	6	11.3	10.3	0.0%	16.7%	16.7%	66.7%
Massachusetts	9	22.9	12.4	0.0%	22.2%	33.3%	44.4%
New Hampshire	8	10.6	9.8	0.0%	12.5%	12.5%	75.0%
Penn State	44	9.7	10.0	2.3%	11.4%	11.4%	75.0%
Rhode Island	2	11.0	12.7	0.0%	50.0%	0.0%	50.0%
Rutgers	32	17.5	8.3	3.1%	3.1%	15.6%	78.1%
Vermont	12	12.0	6.4	8.3%	8.3%	8.3%	75.0%
West Virginia	24	12.6	9.0	0.0%	4.2%	33.3%	62.5%
Total	188	12.4	9.5	2.1%	9.6%	16.5%	71.8%

The results shown in Table 6 indicate the years of service with Extension ($M = 12.4$, $SD = 9.5$) for respondents by institution. The majority (71.8%) of respondents report more than 75% of their effort is focused on 4-H youth development programming.

Total Aggregate Scores for all PRKC Domains

Table 7 – *Self-Assessment Competency Scores by Land Grant Institution*

Land Grant	n	Overall		Youth development		Youth program development		Volunteerism		Access, equity, and opportunity		Partnerships		Organizational systems	
		mean	std dev	mean	std dev	mean	std dev	mean	std dev	mean	std dev	mean	std dev	mean	std dev
Connecticut	7	88%	0.081	86%	0.085	84%	0.146	82%	0.196	96%	0.029	88%	0.099	91%	0.057
Cornell	18	84%	0.087	82%	0.083	82%	0.109	80%	0.138	89%	0.096	83%	0.125	88%	0.090
Delaware	9	81%	0.156	83%	0.100	78%	0.173	73%	0.178	89%	0.092	84%	0.148	81%	0.322
Maine	17	83%	0.067	87%	0.091	81%	0.104	76%	0.117	91%	0.055	79%	0.118	85%	0.064
Maryland	6	79%	0.121	82%	0.081	74%	0.168	74%	0.221	89%	0.088	71%	0.240	85%	0.083
Massachusetts	9	87%	0.093	87%	0.062	86%	0.132	78%	0.202	93%	0.055	86%	0.096	88%	0.099
New Hampshire	8	86%	0.123	85%	0.143	81%	0.214	83%	0.147	93%	0.078	84%	0.135	89%	0.090
Penn State	44	81%	0.103	80%	0.104	75%	0.141	78%	0.128	87%	0.116	79%	0.128	85%	0.099
Rhode Island	2	81%	0.090	84%	0.026	82%	0.100	74%	0.039	86%	0.071	78%	0.153	84%	0.156
Rutgers	32	87%	0.062	86%	0.082	83%	0.112	87%	0.088	94%	0.061	85%	0.092	90%	0.070
Vermont	12	85%	0.069	84%	0.079	80%	0.098	84%	0.101	92%	0.078	82%	0.112	87%	0.073
West Virginia	24	83%	0.085	81%	0.089	80%	0.109	79%	0.146	90%	0.079	79%	0.138	86%	0.084
Total	188	84%	0.089	83%	0.091	80%	0.128	80%	0.133	90%	0.082	82%	0.123	87%	0.095

Overall, the results shown in Table 7 are aggregate scores in each PRKC domain area by institution. The results indicate that respondents perceived their personal knowledge, skills and competencies highest in the domains of Access, Equity and Opportunity ($M = 90\%$, $SD = 0.082$) and Organizational Systems ($M = 87\%$, $SD = 0.095$). The domains with the lowest perceived personal effectiveness were Youth Program Development ($M = 80\%$, $SD = 0.128$) and Volunteerism ($M = 80\%$, $SD = 0.133$).

Competency Scores for each Domain in Relationship to Years of Cooperative Extension Experience

The next seven tables explore competency scores in relationship to years of professional experience. Tables 8-13, explore total competency scores for each domain in relationship to years in Cooperative Extension. Tables 14 and 15 look at total competency scores in relationship to years in Cooperative Extension and to years in Youth Development.

Pearson Chi-Square tests revealed a statistically significant (at $\alpha=0.05$ level) association between “competency” and “years in CE” for youth program development, volunteerism, organizational systems, as well as overall competency score. Visual inspection shows that competencies in youth program development, volunteerism, organizational systems, and overall competency scores are positively correlated with the number of years in CE. ***In other words, having more experience (i.e. years) in Cooperative Extension is associated with greater competency scores in youth program development, volunteerism, and organizational systems.***

For the three above-mentioned competencies, comparing the marginal percentages (i.e., total row percentages) to the percentages for each “years in CE” category shows that respondents with higher competency scores are disproportionately distributed into higher “years in CE” categories. Conversely, a disproportionately lower number of respondents in lower “years in CE” categories scored high in those three competencies.

Pearson Chi-Square tests did not show statistically significant (at $\alpha=0.05$ level) associations between “competency” and “years in CE” for the other three competencies, nor did it show a statistically significant associations between “competency” and “years in youth development.”

Table 8 – Youth Development Competency by Years in Cooperative Extension

Years in Cooperative Extension		Competency Score				Total (n)
		less than 70%	70 to 79%	80 to 89%	90% +	
0 to 4 years	frequency (n)	8	13	22	13	56
	row %	14%	23%	39%	23%	100%
5 to 9 years	frequency (n)	4	9	14	3	30
	row %	13%	30%	47%	10%	100%
10 to 15 years	frequency (n)	6	7	14	11	38
	row %	16%	18%	37%	29%	100%
15+ years	frequency (n)	3	12	31	18	64
	row %	5%	19%	48%	28%	100%
Total	frequency (n)	21	41	81	45	188
	row %	11%	22%	43%	24%	100%

Chi-Square(9df) = 9.55, p=0.388

Table 9 – Youth Program Development Competency by Years in Cooperative Extension

Years in Cooperative Extension		Competency Score				Total (n)
		less than 70%	70 to 79%	80 to 89%	90% +	
0 to 4 years	frequency (n)	14	16	15	11	56
	row %	25%	29%	27%	20%	100%
5 to 9 years	frequency (n)	11	5	9	5	30
	row %	37%	17%	30%	17%	100%
10 to 15 years	frequency (n)	7	8	9	14	38
	row %	18%	21%	24%	37%	100%
15+ years	frequency (n)	10	9	30	15	64
	row %	16%	14%	47%	23%	100%
Total	frequency (n)	42	38	63	45	188
	row %	22%	20%	34%	24%	100%

Chi-Square(9df) = 16.94, p=0.05

Table 10 – Volunteerism Competency by Years in Cooperative Extension

Years in Cooperative Extension		Competency Score				Total (n)
		less than 70%	70 to 79%	80 to 89%	90% +	
0 to 4 years	frequency (n)	15	16	18	7	56
	row %	27%	29%	32%	13%	100%
5 to 9 years	frequency (n)	9	6	12	3	30
	row %	30%	20%	40%	10%	100%
10 to 15 years	frequency (n)	10	4	9	15	38
	row %	26%	11%	24%	39%	100%
15+ years	frequency (n)	9	11	19	25	64
	row %	14%	17%	30%	39%	100%
Total	frequency (n)	43	37	58	50	188
	row %	23%	20%	31%	27%	100%

Chi-Square(9df) = 22.39, p=0.008

Table 11 – Access, Equity and Opportunity Competency by Years in Cooperative Extension

Years in Cooperative Extension		Competency Score				Total (n)
		less than 70%	70 to 79%	80 to 89%	90% +	
0 to 4 years	frequency (n)	1	5	17	33	56
	row %	2%	9%	30%	59%	100%
5 to 9 years	frequency (n)	1	4	8	17	30
	row %	3%	13%	27%	57%	100%
10 to 15 years	frequency (n)	1	2	8	27	38
	row %	3%	5%	21%	71%	100%
15+ years	frequency (n)	1	7	13	43	64
	row %	2%	11%	20%	67%	100%
Total	frequency (n)	4	18	46	120	188
	row %	2%	10%	24%	64%	100%

Chi-Square(9df) = 4.07, p=0.907

Table 12 – Partnerships Competency by Years in Cooperative Extension

Years in Cooperative Extension		Competency Score				Total (n)
		less than 70%	70 to 79%	80 to 89%	90% +	
0 to 4 years	frequency (n)	9	15	15	17	56
	row %	16%	27%	27%	30%	100%
5 to 9 years	frequency (n)	9	5	10	6	30
	row %	30%	17%	33%	20%	100%
10 to 15 years	frequency (n)	6	11	6	15	38
	row %	16%	29%	16%	39%	100%
15+ years	frequency (n)	6	11	18	29	64
	row %	9%	17%	28%	45%	100%
Total	frequency (n)	30	42	49	67	188
	row %	16%	22%	26%	36%	100%

Chi-Square(9df) = 14.47, p=0.106

Table 13 – Organizational Systems Competency by Years in Cooperative Extension

Years in Cooperative Extension		Competency Score				Total (n)
		less than 70%	70 to 79%	80 to 89%	90% +	
0 to 4 years	frequency (n)	3	15	22	16	56
	row %	5%	27%	39%	29%	100%
5 to 9 years	frequency (n)	1	4	14	11	30
	row %	3%	13%	47%	37%	100%
10 to 15 years	frequency (n)	3	2	18	15	38
	row %	8%	5%	47%	39%	100%
15+ years	frequency (n)	1	6	20	37	64
	row %	2%	9%	31%	58%	100%
Total	frequency (n)	8	27	74	79	188
	row %	4%	14%	39%	42%	100%

Chi-Square(9df) = 20.4, p=0.016

Table 14 – Total Competency by Years in Cooperative Extension

Years in Cooperative Extension		Competency Score				Total (n)
		less than 70%	70 to 79%	80 to 89%	90% +	
0 to 4 years	frequency (n)	6	17	22	11	56
	row %	11%	30%	39%	20%	100%
5 to 9 years	frequency (n)	4	7	15	4	30
	row %	13%	23%	50%	13%	100%
10 to 15 years	frequency (n)	5	4	16	13	38
	row %	13%	11%	42%	34%	100%
15+ years	frequency (n)	4	7	28	25	64
	row %	6%	11%	44%	39%	100%
Total	frequency (n)	19	35	81	53	188
	row %	10%	19%	43%	28%	100%

Chi-Square(9df) = 17, p=0.049

Total Aggregate Competency Scores in Relationship to Years of Youth Development Experience

Table 15 – Total Competency by Years in Youth Development

Years in Youth Development		Competency Score				Total (n)
		less than 70%	70 to 79%	80 to 89%	90% +	
0 to 4 years	frequency (n)	12	19	37	18	86
	row %	14%	22%	43%	21%	100%
5 to 9 years	frequency (n)	5	7	22	14	48
	row %	10%	15%	46%	29%	100%
10 to 15 years	frequency (n)	1	6	12	10	29
	row %	3%	21%	41%	34%	100%
15+ years	frequency (n)	1	3	10	11	25
	row %	4%	12%	40%	44%	100%
Total	frequency (n)	19	35	81	53	188
	row %	10%	19%	43%	28%	100%

Chi-Square(9df) = 9.5, p=0.393

Exploring Competencies within each Domain

The following tables illustrate competency scores for individual skills and behaviors within each domain. The first table under each of the six domain headers, show the competency scores for each individual skill (skills/behaviors) within the domain. The two competencies with lowest scores (based on the aggregate scores of ‘untrue of me’ and ‘somewhat untrue of me’) are highlighted. The following two tables drill down further on the two lowest rated skills by exploring the responses for these skills at the institutional level.

Table 16 – Youth Development Competencies

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

Distribution of responses. Top two aggregate ‘somewhat untrue and untrue of me’ skills shaded and in bold.

Skills and behaviors	Untrue of me (%)	Somewhat untrue of me (%)	Neutral (%)	Somewhat true of me (%)	True of me (%)	Untrue of me (n)	Somewhat untrue of me (n)	Neutral (n)	Somewhat true of me (n)	True of me (n)
Utilizes knowledge of physical development in youth program implementation	1.1%	3.2%	10.1%	41.5%	44.1%	2	6	19	78	83
Incorporates understanding of cognitive development when working with youth	0.0%	2.1%	3.7%	39.9%	54.3%	0	4	7	75	102
Develops programs that assist youth in social and emotional development	0.0%	3.7%	12.8%	35.6%	47.9%	0	7	24	67	90
Knows when and how to support youth with mental health issues	3.7%	19.1%	20.7%	37.2%	19.1%	7	36	39	70	36
Understands how to implement trauma-informed approaches	14.9%	23.9%	22.3%	29.8%	9.0%	28	45	42	56	17
Creates youth program that promote positive youth development	0.0%	0.0%	1.6%	15.4%	83.0%	0	0	3	29	156
Considers how multiple systems impact youth	1.1%	3.7%	10.6%	34.6%	50.0%	2	7	20	65	94
Actively encourages youth resiliency	0.0%	2.7%	9.0%	31.9%	56.4%	0	5	17	60	106
Creates appropriate relationships with youth and volunteers	0.0%	0.0%	0.5%	17.0%	82.4%	0	0	1	32	155
Effectively manages behavior in youth development settings	0.0%	0.5%	6.4%	36.7%	56.4%	0	1	12	69	106
Maximizes program impact by incorporating life skill development throughout experiences	0.0%	1.1%	5.9%	31.4%	61.7%	0	2	11	59	116

Table 16 illustrates the distribution of responses for the skills and behaviors within the Youth Development domain. The results indicate that respondents perceived their personal knowledge, skills and competencies lowest in the competencies of *Knows when and*

how to support youth with mental health issues and *Understands how to implement trauma-informed approaches*. Most other skills and behaviors were rated considerably higher by respondents with the highest (aggregate score of ‘true of me and somewhat true of me’) being *Creates appropriate relationships with youth and volunteers* and *Creates youth program that promote positive youth development*.

Table 17 – Youth Development Skill: Knows when and how to support youth with mental health issues by Institution

Distribution of responses by institution.

Land Grant Institution	Untrue of me (%)	Somewhat untrue of me (%)	Neutral (%)	Somewhat true of me (%)	True of me (%)	Untrue of me (n)	Somewhat untrue of me (n)	Neutral (n)	Somewhat true of me (n)	True of me (n)
Connecticut	14.3%	14.3%	14.3%	28.6%	28.6%	1	1	1	2	2
Cornell	0.0%	27.8%	22.2%	33.3%	16.7%	0	5	4	6	3
Delaware	11.1%	11.1%	11.1%	44.4%	22.2%	1	1	1	4	2
Maine	0.0%	11.8%	35.3%	11.8%	41.2%	0	2	6	2	7
Maryland	0.0%	33.3%	0.0%	50.0%	16.7%	0	2	0	3	1
Massachusetts	0.0%	11.1%	11.1%	55.6%	22.2%	0	1	1	5	2
New Hampshire	12.5%	12.5%	25.0%	25.0%	25.0%	1	1	2	2	2
Penn State	6.8%	25.0%	27.3%	25.0%	15.9%	3	11	12	11	7
Rhode Island	0.0%	0.0%	0.0%	50.0%	50.0%	0	0	0	1	1
Rutgers	3.1%	9.4%	18.8%	50.0%	18.8%	1	3	6	16	6
Vermont	0.0%	16.7%	16.7%	58.3%	8.3%	0	2	2	7	1
West Virginia	0.0%	29.2%	16.7%	45.8%	8.3%	0	7	4	11	2

Table 18 – *Youth Development Skill: Understands how to implement trauma-informed approaches by Institution*

Distribution of responses by institution.

Land Grant Institution	Untrue of me (%)	Somewhat untrue of me (%)	Neutral (%)	Somewhat true of me (%)	True of me (%)	Untrue of me (n)	Somewhat untrue of me (n)	Neutral (n)	Somewhat true of me (n)	True of me (n)
Connecticut	28.6%	14.3%	28.6%	14.3%	14.3%	2	1	2	1	1
Cornell	16.7%	38.9%	11.1%	33.3%	0.0%	3	7	2	6	0
Delaware	22.2%	11.1%	33.3%	33.3%	0.0%	2	1	3	3	0
Maine	5.9%	11.8%	17.6%	41.2%	23.5%	1	2	3	7	4
Maryland	33.3%	16.7%	33.3%	16.7%	0.0%	2	1	2	1	0
Massachusetts	22.2%	0.0%	33.3%	33.3%	11.1%	2	0	3	3	1
New Hampshire	37.5%	0.0%	12.5%	37.5%	12.5%	3	0	1	3	1
Penn State	13.6%	31.8%	22.7%	25.0%	6.8%	6	14	10	11	3
Rhode Island	0.0%	50.0%	50.0%	0.0%	0.0%	0	1	1	0	0
Rutgers	12.5%	21.9%	31.3%	28.1%	6.3%	4	7	10	9	2
Vermont	0.0%	0.0%	33.3%	50.0%	16.7%	0	0	4	6	2
West Virginia	12.5%	45.8%	4.2%	25.0%	12.5%	3	11	1	6	3

Domain: Youth Program Development

Table 19 – Youth Program Development Competencies

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

Distribution of responses. Top two aggregate 'somewhat untrue and untrue of me' skills shaded and in bold.

Skills and behaviors	Untrue of me (%)	Somewhat untrue of me (%)	Neutral (%)	Somewhat true of me (%)	True of me (%)	Untrue of me (n)	Somewhat untrue of me (n)	Neutral (n)	Somewhat true of me (n)	True of me (n)
Knows how to access and interpret existing information to help identify program opportunities	0.5%	6.4%	5.3%	46.8%	41.0%	1	12	10	88	77
Knowledgeable of the various methods and techniques to gather community perspectives	3.2%	10.1%	17.6%	42.0%	27.1%	6	19	33	79	51
Knows how to work with the appropriate groups to obtain input to set priorities and secure commitment from collaborations	1.6%	8.0%	14.9%	37.2%	38.3%	3	15	28	70	72
Understands what theories of action and change are and can apply those theories to youth program development	5.9%	14.9%	27.7%	37.2%	14.4%	11	28	52	70	27
Able to design, facilitate, communicate, and review relevant frameworks for program planning	1.1%	5.9%	13.3%	38.8%	41.0%	2	11	25	73	77
Has an understanding of current research and knowledge as it applies to learning and curriculum development	4.3%	13.8%	13.3%	45.7%	22.9%	8	26	25	86	43
Knows and is able to apply the quality standards for program design and delivery	1.6%	3.7%	13.8%	41.0%	39.9%	3	7	26	77	75
Understands what the characteristics of an effective youth development program are and can use program quality assessment tools for improvement and accountability	0.0%	8.5%	9.6%	39.9%	42.0%	0	16	18	75	79
Understands learning styles and am able to modify and adapt teaching strategies based on the audience needs	0.0%	3.2%	3.7%	29.3%	63.8%	0	6	7	55	120
Can develop lesson plans and/or teaching outlines and use the appropriate teaching methods to facilitate learning	0.5%	4.3%	9.0%	22.3%	63.8%	1	8	17	42	120

Knows what appropriate equipment, devices, and technology to use to support teaching and learning	0.0%	5.9%	6.9%	44.1%	43.1%	0	11	13	83	81
Understands how to use educational technology as a remote learning tool, using current technology without it being a barrier or distraction	3.7%	6.9%	9.6%	53.2%	26.6%	7	13	18	100	50
Has an understanding of multiple approaches to evaluation, including process and outcome evaluation, as well as qualitative and quantitative methods	3.7%	11.7%	18.6%	39.9%	26.1%	7	22	35	75	49
Understands evaluation protocols for collecting and handling data and knows when to seek approval from the Internal Review Board (IRB) process is appropriate	5.9%	19.1%	15.4%	28.7%	30.9%	11	36	29	54	58
Able to develop a timeline for evaluation implementation and able to use standard evaluation tools with meaningful questions	3.2%	13.8%	19.7%	34.6%	28.7%	6	26	37	65	54
Can analyze and interpret quantitative and qualitative data to articulate reasonable conclusions	2.7%	11.7%	13.8%	38.8%	33.0%	5	22	26	73	62
Can communicate the results of an evaluation to stakeholders	0.0%	4.3%	13.3%	37.2%	45.2%	0	8	25	70	85

Table 19 illustrates the distribution of responses for the skills and behaviors within the Youth Program Development domain.

The results indicate that respondents perceived their personal knowledge, skills and competencies lowest in the competencies of *Understands what theories of action and change are and can apply those theories to youth program development* and *Understands evaluation protocols for collecting and handling data and knows when to seek approval from the IRB process is appropriate*. Most other skills and behaviors were rated considerably higher by respondents with the highest being *Understands learning styles and am able to modify and adapt teaching strategies based on the audience needs* and *Knows how to access and interpret existing information to help identify program opportunities*.

Table 20 – Youth Program Development Skill: Understands what theories of action and change are and can apply those theories to youth program development by Institution

Distribution of responses by institution.

Land Grant Institution	Untrue of me (%)	Somewhat untrue of me (%)	Neutral (%)	Somewhat true of me (%)	True of me (%)	Untrue of me (n)	Somewhat untrue of me (n)	Neutral (n)	Somewhat true of me (n)	True of me (n)
Connecticut	0.0%	28.6%	14.3%	14.3%	42.9%	0	2	1	1	3
Cornell	0.0%	11.1%	38.9%	44.4%	5.6%	0	2	7	8	1
Delaware	22.2%	11.1%	11.1%	33.3%	22.2%	2	1	1	3	2
Maine	11.8%	5.9%	35.3%	41.2%	5.9%	2	1	6	7	1
Maryland	50.0%	0.0%	0.0%	50.0%	0.0%	3	0	0	3	0
Massachusetts	0.0%	0.0%	22.2%	44.4%	33.3%	0	0	2	4	3
New Hampshire	12.5%	12.5%	37.5%	25.0%	12.5%	1	1	3	2	1
Penn State	4.5%	25.0%	29.5%	27.3%	13.6%	2	11	13	12	6
Rhode Island	0.0%	0.0%	100.0%	0.0%	0.0%	0	0	2	0	0
Rutgers	3.1%	6.3%	25.0%	43.8%	21.9%	1	2	8	14	7
Vermont	0.0%	25.0%	33.3%	41.7%	0.0%	0	3	4	5	0
West Virginia	0.0%	20.8%	20.8%	45.8%	12.5%	0	5	5	11	3

Table 21 – *Youth Program Development Skill: Understands evaluation protocols for collecting and handling data and knows when to seek approval from the Internal Review Board (IRB) process is appropriate by Institution*

Distribution of responses by institution.

Land Grant Institution	Untrue of me (%)	Somewhat untrue of me (%)	Neutral (%)	Somewhat true of me (%)	True of me (%)	Untrue of me (n)	Somewhat untrue of me (n)	Neutral (n)	Somewhat true of me (n)	True of me (n)
Connecticut	0.0%	0.0%	14.3%	42.9%	42.9%	0	0	1	3	3
Cornell	0.0%	33.3%	22.2%	22.2%	22.2%	0	6	4	4	4
Delaware	11.1%	22.2%	11.1%	22.2%	33.3%	1	2	1	2	3
Maine	0.0%	11.8%	17.6%	29.4%	41.2%	0	2	3	5	7
Maryland	33.3%	0.0%	0.0%	33.3%	33.3%	2	0	0	2	2
Massachusetts	11.1%	0.0%	0.0%	44.4%	44.4%	1	0	0	4	4
New Hampshire	12.5%	12.5%	12.5%	0.0%	62.5%	1	1	1	0	5
Penn State	6.8%	36.4%	15.9%	18.2%	22.7%	3	16	7	8	10
Rhode Island	50.0%	0.0%	0.0%	0.0%	50.0%	1	0	0	0	1
Rutgers	6.3%	15.6%	12.5%	37.5%	28.1%	2	5	4	12	9
Vermont	0.0%	16.7%	25.0%	33.3%	25.0%	0	2	3	4	3
West Virginia	0.0%	8.3%	20.8%	41.7%	29.2%	0	2	5	10	7

Domain: Volunteerism

Table 22 – Volunteerism Competencies

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

Distribution of responses. Top two aggregate 'somewhat untrue and untrue of me' skills shaded and in bold.

Skills and behaviors	Untrue of me (%)	Somewhat untrue of me (%)	Neutral (%)	Somewhat true of me (%)	True of me (%)	Untrue of me (n)	Somewhat untrue of me (n)	Neutral (n)	Somewhat true of me (n)	True of me (n)
Believes in the competence of volunteers and understand the role and value of volunteers in our organization	0.0%	0.0%	2.7%	14.9%	82.4%	0	0	5	28	155
Aware of societal trends in volunteerism and actively adjusts and adapts volunteer management strategies accordingly	1.1%	6.9%	13.3%	43.1%	35.6%	2	13	25	81	67
Communicates the value of volunteerism both within and outside the organization	0.5%	1.1%	8.0%	28.7%	61.7%	1	2	15	54	116
Creates and supports a positive organizational environment to support meaningful volunteer roles	0.0%	1.6%	9.0%	29.8%	59.6%	0	3	17	56	112
Develops volunteer roles and position descriptions based off of community and organizational assets and needs assessments	4.8%	10.6%	22.3%	36.7%	25.5%	9	20	42	69	48
Understands and implements multiple recruitment strategies based on varying volunteer roles and community demographics	6.4%	12.2%	23.4%	38.8%	19.1%	12	23	44	73	36
Implementing appropriate selection strategies to match individuals' motivation, skills, and time commitment with available roles	3.7%	5.3%	16.0%	41.5%	33.5%	7	10	30	78	63
Develops and conducts an orientation and ongoing educational opportunities on relevant subject matter	3.7%	7.4%	13.8%	38.8%	36.2%	7	14	26	73	68
Provides supervision, motivation, and coaching to volunteers as well as providing regular performance feedback	3.7%	5.3%	20.7%	36.2%	34.0%	7	10	39	68	64
Implements appropriate intrinsic and extrinsic recognition strategies	4.8%	9.0%	19.7%	33.0%	33.5%	9	17	37	62	63
Develops and conducts impact assessments of volunteer efforts and communicates impact value to stakeholders	10.1%	14.4%	22.3%	36.7%	16.5%	19	27	42	69	31

Table 22 illustrates the distribution of responses for the skills and behaviors within the Volunteerism domain. The results indicate that respondents perceived their personal knowledge, skills and competencies lowest in the competencies of *Understands and implements multiple recruitment strategies based on varying volunteer roles and community demographics* and *Develops and conducts impact assessments of volunteer efforts and communicates impact value to stakeholders*. Most other skills and behaviors were rated considerably higher by respondents with the highest being *Believes in the competence of volunteers and understand the role and value of volunteers in our organization* and *Communicates the value of volunteerism both within and outside the organization*.

Table 23 – Volunteerism Skill: Understands and implements multiple recruitment strategies based on varying volunteer roles and community demographics by Institution

Distribution of responses by institution.

Land Grant Institution	Untrue of me (%)	Somewhat untrue of me (%)	Neutral (%)	Somewhat true of me (%)	True of me (%)	Untrue of me (n)	Somewhat untrue of me (n)	Neutral (n)	Somewhat true of me (n)	True of me (n)
Connecticut	14.3%	0.0%	0.0%	42.9%	42.9%	1	0	0	3	3
Cornell	5.6%	11.1%	33.3%	22.2%	27.8%	1	2	6	4	5
Delaware	33.3%	0.0%	11.1%	44.4%	11.1%	3	0	1	4	1
Maine	0.0%	23.5%	29.4%	41.2%	5.9%	0	4	5	7	1
Maryland	16.7%	16.7%	33.3%	33.3%	0.0%	1	1	2	2	0
Massachusetts	11.1%	11.1%	22.2%	33.3%	22.2%	1	1	2	3	2
New Hampshire	25.0%	0.0%	12.5%	37.5%	25.0%	2	0	1	3	2
Penn State	4.5%	22.7%	20.5%	36.4%	15.9%	2	10	9	16	7
Rhode Island	50.0%	0.0%	50.0%	0.0%	0.0%	1	0	1	0	0
Rutgers	0.0%	3.1%	21.9%	46.9%	28.1%	0	1	7	15	9
Vermont	0.0%	0.0%	33.3%	58.3%	8.3%	0	0	4	7	1
West Virginia	0.0%	16.7%	25.0%	37.5%	20.8%	0	4	6	9	5

Table 24 – *Volunteerism Skill: Develops and conducts impact assessments of volunteer efforts and communicates impact value to stakeholders by Institution*

Distribution of responses by institution.

Land Grant Institution	Untrue of me (%)	Somewhat untrue of me (%)	Neutral (%)	Somewhat true of me (%)	True of me (%)	Untrue of me (n)	Somewhat untrue of me (n)	Neutral (n)	Somewhat true of me (n)	True of me (n)
Connecticut	14.3%	28.6%	14.3%	14.3%	28.6%	1	2	1	1	2
Cornell	11.1%	27.8%	16.7%	33.3%	11.1%	2	5	3	6	2
Delaware	33.3%	0.0%	33.3%	33.3%	0.0%	3	0	3	3	0
Maine	0.0%	17.6%	41.2%	29.4%	11.8%	0	3	7	5	2
Maryland	33.3%	0.0%	16.7%	50.0%	0.0%	2	0	1	3	0
Massachusetts	22.2%	11.1%	11.1%	33.3%	22.2%	2	1	1	3	2
New Hampshire	12.5%	12.5%	12.5%	25.0%	37.5%	1	1	1	2	3
Penn State	6.8%	15.9%	25.0%	34.1%	18.2%	3	7	11	15	8
Rhode Island	50.0%	0.0%	50.0%	0.0%	0.0%	1	0	1	0	0
Rutgers	6.3%	3.1%	18.8%	50.0%	21.9%	2	1	6	16	7
Vermont	8.3%	0.0%	25.0%	58.3%	8.3%	1	0	3	7	1
West Virginia	4.2%	29.2%	16.7%	33.3%	16.7%	1	7	4	8	4

Domain: Access, Equity, and Opportunity

Table 25 – Access, Equity, and Opportunity (AEO) Competencies

How to interact effectively and equitably with individuals and build long-term relationships with diverse communities. Culture is defined as the intersection of one's national origin, religion, language, sexual orientation, socioeconomic class, age, gender identity, race, ethnicity, and physical and developmental ability

Distribution of responses. Top two aggregate 'somewhat untrue and untrue of me' skills shaded and in bold.

Skills and behaviors	Untrue of me (%)	Somewhat untrue of me (%)	Neutral (%)	Somewhat true of me (%)	True of me (%)	Untrue of me (n)	Somewhat untrue of me (n)	Neutral (n)	Somewhat true of me (n)	True of me (n)
Has a personal readiness for valuing diversity	0.0%	2.1%	1.6%	17.0%	79.3%	0	4	3	32	149
Promotes, respects, and honors cultural and human diversity	0.0%	0.0%	0.5%	14.4%	85.1%	0	0	1	27	160
Understands differing values, norms, and practices	0.5%	1.1%	4.3%	24.5%	69.7%	1	2	8	46	131
Understands multiple perspectives and pluralistic thinking	0.5%	1.6%	4.3%	27.7%	66.0%	1	3	8	52	124
Knowledgeable on power, privilege, and policy	1.1%	3.7%	10.6%	37.2%	47.3%	2	7	20	70	89
Communicates with an open attitude	0.0%	0.0%	3.2%	18.6%	78.2%	0	0	6	35	147
Ensures that speech and written communication meets the cultural/language/literacy level for fuller understanding	0.0%	2.7%	12.8%	44.1%	40.4%	0	5	24	83	76
Listens for mutual understanding and is an active listener	0.0%	0.5%	2.1%	28.2%	69.1%	0	1	4	53	130
Promotes the program for meaningful engagement	0.0%	0.5%	4.3%	23.4%	71.8%	0	1	8	44	135
Applies program design strategies appropriate for intended audience(s)	0.5%	1.6%	12.8%	32.4%	52.7%	1	3	24	61	99
Ensures barriers are removed or reduced for program implementation	0.5%	2.1%	9.0%	41.0%	47.3%	1	4	17	77	89
Encourages collaboration in program design and implementation	0.0%	1.1%	5.9%	28.2%	64.9%	0	2	11	53	122
Knowledgeable about organizational policies and procedures	0.0%	1.6%	5.3%	35.1%	58.0%	0	3	10	66	109
Understands and intentionally ensures that community resources are utilized for outreach	0.0%	3.7%	14.9%	35.1%	46.3%	0	7	28	66	87

Table 25 illustrates the distribution of responses for the skills and behaviors within the Access, Equity, and Opportunity domain. The results indicate that respondents perceived their personal knowledge, skills and competencies lowest in the competencies of *Knowledge on power, privilege, and policy* and *Understands and intentionally ensures that community resources are utilized for outreach*. Most other skills and behaviors were rated considerably higher by respondents with the highest being *Promotes, respects, and honors cultural and human diversity* and *Listens for mutual understanding and is an active listener*.

Table 26 – AEO Skill: Knowledgeable on power, privilege, and policy by Institution

Skill: Knowledgeable on power, privilege, and policy
Distribution of responses by institution.

Land Grant Institution	Untrue of me (%)	Somewhat untrue of me (%)	Neutral (%)	Somewhat true of me (%)	True of me (%)	Untrue of me (n)	Somewhat untrue of me (n)	Neutral (n)	Somewhat true of me (n)	True of me (n)
Connecticut	0.0%	0.0%	0.0%	42.9%	57.1%	0	0	0	3	4
Cornell	0.0%	11.1%	22.2%	22.2%	44.4%	0	2	4	4	8
Delaware	11.1%	0.0%	0.0%	55.6%	33.3%	1	0	0	5	3
Maine	0.0%	0.0%	11.8%	47.1%	41.2%	0	0	2	8	7
Maryland	0.0%	0.0%	33.3%	0.0%	66.7%	0	0	2	0	4
Massachusetts	0.0%	0.0%	0.0%	33.3%	66.7%	0	0	0	3	6
New Hampshire	0.0%	12.5%	12.5%	12.5%	62.5%	0	1	1	1	5
Penn State	0.0%	9.1%	15.9%	36.4%	38.6%	0	4	7	16	17
Rhode Island	0.0%	0.0%	0.0%	50.0%	50.0%	0	0	0	1	1
Rutgers	3.1%	0.0%	0.0%	46.9%	50.0%	1	0	0	15	16
Vermont	0.0%	0.0%	0.0%	41.7%	58.3%	0	0	0	5	7
West Virginia	0.0%	0.0%	16.7%	37.5%	45.8%	0	0	4	9	11

Table 27 – AEO Skill: Understands and intentionally ensures that community resources are utilized for outreach by Institution

Distribution of responses by institution.

Land Grant Institution	Untrue of me (%)	Somewhat untrue of me (%)	Neutral (%)	Somewhat true of me (%)	True of me (%)	Untrue of me (n)	Somewhat untrue of me (n)	Neutral (n)	Somewhat true of me (n)	True of me (n)
Connecticut	0.0%	0.0%	14.3%	28.6%	57.1%	0	0	1	2	4
Cornell	0.0%	0.0%	5.6%	66.7%	27.8%	0	0	1	12	5
Delaware	0.0%	0.0%	11.1%	44.4%	44.4%	0	0	1	4	4
Maine	0.0%	0.0%	29.4%	35.3%	35.3%	0	0	5	6	6
Maryland	0.0%	33.3%	16.7%	0.0%	50.0%	0	2	1	0	3
Massachusetts	0.0%	11.1%	11.1%	22.2%	55.6%	0	1	1	2	5
New Hampshire	0.0%	0.0%	12.5%	25.0%	62.5%	0	0	1	2	5
Penn State	0.0%	4.5%	18.2%	34.1%	43.2%	0	2	8	15	19
Rhode Island	0.0%	50.0%	0.0%	50.0%	0.0%	0	1	0	1	0
Rutgers	0.0%	0.0%	12.5%	25.0%	62.5%	0	0	4	8	20
Vermont	0.0%	0.0%	8.3%	33.3%	58.3%	0	0	1	4	7
West Virginia	0.0%	4.2%	16.7%	41.7%	37.5%	0	1	4	10	9

Domain: Partnerships

Table 28 – Partnerships Competencies

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

Distribution of responses. Top two 'untrue of me and somewhat untrue of me' skills shaded and in bold.

Skills and behaviors	Untrue of me (%)	Somewhat untrue of me (%)	Neutral (%)	Somewhat true of me (%)	True of me (%)	Untrue of me (n)	Somewhat untrue of me (n)	Neutral (n)	Somewhat true of me (n)	True of me (n)
Understands the term "continuum of youth engagement" and can apply it to the work	3.2%	16.0%	20.2%	36.2%	24.5%	6	30	38	68	46
Create and maintains effective youth and adult partnership	1.1%	0.5%	6.4%	34.6%	57.4%	2	1	12	65	108
Fosters an environment in support of youth contributing to their communities	0.0%	0.5%	4.8%	30.9%	63.8%	0	1	9	58	120
Builds positive relationships with families	0.0%	0.0%	2.1%	23.9%	73.9%	0	0	4	45	139
Understands the unique differences in family structures and culture and finds ways for youth to be included in the program	0.0%	2.1%	11.2%	26.6%	60.1%	0	4	21	50	113
Creates good interpersonal and external communication pathways between families, youth and the program	0.5%	1.6%	8.0%	37.2%	52.7%	1	3	15	70	99
Understands the community partnership development process	1.1%	6.4%	12.8%	37.8%	42.0%	2	12	24	71	79
Applies appropriate tools and processes to enhance partnership development	1.6%	7.4%	15.4%	42.0%	33.5%	3	14	29	79	63
Assesses the viability of an organizational and community partnership	2.1%	7.4%	14.9%	43.1%	32.4%	4	14	28	81	61
Manages and secures grants and gifts to support partnership programs	12.2%	15.4%	21.3%	30.3%	20.7%	23	29	40	57	39
Effectively evaluates the partnership program	6.4%	18.6%	28.2%	32.4%	14.4%	12	35	53	61	27
Facilitates dialogue that ensures youth voice and community needs	0.5%	6.9%	21.3%	35.1%	36.2%	1	13	40	66	68

Table 28 illustrates the distribution of responses for the skills and behaviors within the Partnerships domain. The results indicate that respondents perceived their personal knowledge, skills and competencies lowest in the competencies of *Manages and secures grants and gifts to support partnership programs* and *Effectively evaluates the partnership program*. Most other skills and behaviors were rated considerably higher by respondents with the highest being *Builds positive relationships with families* and *Fosters an environment in support of youth contributing to their communities* and *Fosters an environment in support of youth contributing to their communities*.

Table 29 – Partnership Skill: Manages and secures grants and gifts to support partnership programs by Institution

Distribution of responses by institution.

Land Grant Institution	Untrue of me (%)	Somewhat untrue of me (%)	Neutral (%)	Somewhat true of me (%)	True of me (%)	Untrue of me (n)	Somewhat untrue of me (n)	Neutral (n)	Somewhat true of me (n)	True of me (n)
Connecticut	0.0%	14.3%	28.6%	28.6%	28.6%	0	1	2	2	2
Cornell	11.1%	16.7%	5.6%	33.3%	33.3%	2	3	1	6	6
Delaware	11.1%	11.1%	11.1%	33.3%	33.3%	1	1	1	3	3
Maine	11.8%	5.9%	23.5%	47.1%	11.8%	2	1	4	8	2
Maryland	33.3%	16.7%	0.0%	16.7%	33.3%	2	1	0	1	2
Massachusetts	11.1%	11.1%	11.1%	44.4%	22.2%	1	1	1	4	2
New Hampshire	12.5%	25.0%	25.0%	37.5%	0.0%	1	2	2	3	0
Penn State	13.6%	20.5%	22.7%	27.3%	15.9%	6	9	10	12	7
Rhode Island	50.0%	0.0%	0.0%	50.0%	0.0%	1	0	0	1	0
Rutgers	15.6%	12.5%	31.3%	21.9%	18.8%	5	4	10	7	6
Vermont	8.3%	16.7%	33.3%	25.0%	16.7%	1	2	4	3	2
West Virginia	4.2%	16.7%	20.8%	29.2%	29.2%	1	4	5	7	7

Table 30 – Partnership Skill: Effectively evaluates the partnership program by Institution

Distribution of responses by institution.

Land Grant Institution	Untrue of me (%)	Somewhat untrue of me (%)	Neutral (%)	Somewhat true of me (%)	True of me (%)	Untrue of me (n)	Somewhat untrue of me (n)	Neutral (n)	Somewhat true of me (n)	True of me (n)
Connecticut	0.0%	28.6%	0.0%	57.1%	14.3%	0	2	0	4	1
Cornell	5.6%	11.1%	33.3%	33.3%	16.7%	1	2	6	6	3
Delaware	22.2%	0.0%	11.1%	55.6%	11.1%	2	0	1	5	1
Maine	0.0%	11.8%	52.9%	23.5%	11.8%	0	2	9	4	2
Maryland	16.7%	16.7%	16.7%	33.3%	16.7%	1	1	1	2	1
Massachusetts	11.1%	22.2%	44.4%	11.1%	11.1%	1	2	4	1	1
New Hampshire	12.5%	12.5%	25.0%	37.5%	12.5%	1	1	2	3	1
Penn State	2.3%	29.5%	27.3%	29.5%	11.4%	1	13	12	13	5
Rhode Island	50.0%	0.0%	0.0%	0.0%	50.0%	1	0	0	0	1
Rutgers	6.3%	9.4%	21.9%	43.8%	18.8%	2	3	7	14	6
Vermont	0.0%	33.3%	25.0%	25.0%	16.7%	0	4	3	3	2
West Virginia	8.3%	20.8%	33.3%	25.0%	12.5%	2	5	8	6	3

Domain: Organizational Systems

Table 31 – *Organizational Systems Competencies*

Using systems to build capacity of the organization and its people to work with and on behalf of young people effectively

Distribution of responses. Top two 'untrue of me and somewhat untrue of me' skills are shaded and bold.

Not all participants responded to each of the questions in this domain (n=185 - 187).

Skills and behaviors	Untrue of me (%)	Somewhat untrue of me (%)	Neutral (%)	Somewhat true of me (%)	True of me (%)	Untrue of me (n)	Somewhat untrue of me (n)	Neutral (n)	Somewhat true of me (n)	True of me (n)
Understands the mission and structure of the Cooperative Extension System and 4-H Youth Development Program	0.0%	0.0%	1.1%	14.4%	84.5%	0	0	2	27	158
Provides visionary leadership that empowers others to effectively implement change and achieve long-term goals	0.5%	2.2%	15.1%	45.2%	37.1%	1	4	28	84	69
Creates organizational systems that improve the effectiveness and efficiency of 4-H programs	0.0%	1.1%	15.5%	35.8%	47.6%	0	2	29	67	89
Facilitates the growth and professional development of all staff	1.6%	3.7%	22.5%	34.2%	38.0%	3	7	42	64	71
Able to manage time effectively, while delegating and prioritizing important tasks	1.1%	4.3%	8.0%	42.2%	44.4%	2	8	15	79	83
Understands stress management, while practicing wellness activities (exercise, healthy eating, and adequate sleep) in order to maintain a good work-like integration	2.1%	11.2%	11.2%	38.0%	37.4%	4	21	21	71	70
Able to establish and maintain personal and professional boundaries and relationships effectively	1.1%	4.8%	4.8%	29.9%	59.4%	2	9	9	56	111
Knows and understands current communication and technology trends to engage youth, volunteers, and families, including social media	0.5%	5.9%	7.5%	42.8%	43.3%	1	11	14	80	81
Able to identify target markets and develop public and media relations to meet those specific needs	2.2%	15.1%	17.2%	37.6%	28.0%	4	28	32	70	52
Collects and reports programs impacts to stakeholders	2.1%	8.0%	10.7%	43.9%	35.3%	4	15	20	82	66

Understands that fiscal guidelines and standards guide the budget creation and accountability processes in the 4-H program	0.0%	4.3%	11.8%	28.3%	55.6%	0	8	22	53	104
Identifies and conducts potential fundraising activities, following the policies and standards set forth by the land-grant university	2.7%	5.9%	12.4%	30.1%	48.9%	5	11	23	56	91
Understands and follows the variety of policies and laws related to risk management when designing and implementing 4-H programs	0.0%	0.0%	3.2%	25.3%	71.5%	0	0	6	47	133
Able to educate others on issues around child protection and what is required by the land-grant university	0.0%	1.6%	5.9%	26.2%	66.3%	0	3	11	49	124
Designs and monitors safe physical environments for 4-H'ers	0.5%	0.0%	1.1%	14.6%	83.8%	1	0	2	27	155
Knows what it means to properly care for physical property that belongs to 4-H and have a system in place to maintain records and inventory	1.1%	0.0%	4.8%	21.9%	72.2%	2	0	9	41	135
Protects the image (including the use of the 4-H Name and Emblem) and reputation in the 4-H program	0.0%	0.0%	0.5%	11.2%	88.2%	0	0	1	21	165
Contributes to the knowledge base of the youth development field by applying research and best practices and sharing that information with the public	2.2%	3.2%	14.5%	30.6%	49.5%	4	6	27	57	92
Feels it is important to promote the profession of youth development through partnership and education of others	0.5%	2.1%	6.4%	20.9%	70.1%	1	4	12	39	131
Participates in continuing educational opportunities and the professional association related to field of interest	0.0%	2.7%	7.5%	28.3%	61.5%	0	5	14	53	115

Table 31 illustrates the distribution of responses for the skills and behaviors within the Organizational Systems domain. The results indicate that respondents perceived their personal knowledge, skills and competencies lowest in the competencies of *Able to identify target markets and develop public and media relations to meet those specific needs* and *Understands stress management, while practicing wellness activities in order to maintain a good work-life integration*. Most other skills and behaviors were rated

considerably higher by respondents with the highest being *Protects the image (including the use of the 4-H Name and Emblem) and reputation in the 4-H program* and *Understands the mission and structure of the Cooperative Extension System and 4-H Youth Development Program*.

Table 32 – *Organizational Systems Skill: Able to identify target markets and develop public and media relations to meet those specific needs by Institution*

Distribution of responses by institution. n=186

Land Grant Institution	Untrue of me (%)	Somewhat untrue of me (%)	Neutral (%)	Somewhat true of me (%)	True of me (%)	Untrue of me (n)	Somewhat untrue of me (n)	Neutral (n)	Somewhat true of me (n)	True of me (n)
Connecticut	0.0%	28.6%	0.0%	28.6%	42.9%	0	2	0	2	3
Cornell	0.0%	11.1%	22.2%	38.9%	27.8%	0	2	4	7	5
Delaware	12.5%	0.0%	0.0%	62.5%	25.0%	1	0	0	5	2
Maine	6.3%	37.5%	25.0%	18.8%	12.5%	1	6	4	3	2
Maryland	16.7%	16.7%	0.0%	16.7%	50.0%	1	1	0	1	3
Massachusetts	0.0%	22.2%	11.1%	11.1%	55.6%	0	2	1	1	5
New Hampshire	12.5%	0.0%	12.5%	50.0%	25.0%	1	0	1	4	2
Penn State	0.0%	15.9%	18.2%	38.6%	27.3%	0	7	8	17	12
Rhode Island	0.0%	50.0%	0.0%	50.0%	0.0%	0	1	0	1	0
Rutgers	0.0%	3.1%	18.8%	50.0%	28.1%	0	1	6	16	9
Vermont	0.0%	0.0%	33.3%	41.7%	25.0%	0	0	4	5	3

West Virginia	0.0%	25.0%	16.7%	33.3%	25.0%	0	6	4	8	6
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Table 33 – Organizational Systems Skill: Understands stress management, while practicing wellness activities (exercise, healthy eating, and adequate sleep) in order to maintain a good work-like integration by Institution

Distribution of responses by institution. n=187

Land Grant Institution	Untrue of me (%)	Somewhat untrue of me (%)	Neutral (%)	Somewhat true of me (%)	True of me (%)	Untrue of me (n)	Somewhat untrue of me (n)	Neutral (n)	Somewhat true of me (n)	True of me (n)
Connecticut	0.0%	14.3%	0.0%	14.3%	71.4%	0	1	0	1	5
Cornell	5.6%	16.7%	0.0%	55.6%	22.2%	1	3	0	10	4
Delaware	0.0%	12.5%	0.0%	37.5%	50.0%	0	1	0	3	4
Maine	0.0%	5.9%	5.9%	41.2%	47.1%	0	1	1	7	8
Maryland	16.7%	16.7%	16.7%	33.3%	16.7%	1	1	1	2	1
Massachusetts	0.0%	0.0%	11.1%	44.4%	44.4%	0	0	1	4	4
New Hampshire	12.5%	0.0%	25.0%	25.0%	37.5%	1	0	2	2	3
Penn State	2.3%	11.4%	20.5%	40.9%	25.0%	1	5	9	18	11
Rhode Island	0.0%	0.0%	0.0%	0.0%	100.0%	0	0	0	0	2
Rutgers	0.0%	3.1%	9.4%	37.5%	50.0%	0	1	3	12	16
Vermont	0.0%	16.7%	8.3%	41.7%	33.3%	0	2	1	5	4
West Virginia	0.0%	25.0%	12.5%	29.2%	33.3%	0	6	3	7	8

Appendix A

Qualitative Responses to Q42

What kind of PD topics do you think would be valuable for your whole state?

* numbers in ()'s indicate the number of individuals who responded the same way.

Volunteer Recruitment
Identifying potential volunteers (where else should I be looking?). Making the “ask”.
New age of volunteerism - how to recruit
Non-traditional volunteer recruitment
Volunteer engagement and recruitment
Volunteer recruitment (10)
Volunteer Recruitment and Sustainability
Volunteer recruitment strategies

Volunteer Management/Training/Support
Volunteer development through COVID
Better communication with volunteers
Improving communication systems with volunteers and getting them to buy into the PYD portion of our programming.
Methods on how to handle volunteers who are not taking COVID as seriously
More focused adult volunteer trainings.
Supporting Volunteers
Tools to implement with volunteers
Training volunteers (2)
Volunteer Development (2)
Volunteer engagement, and recognition
Volunteer management (9)
Volunteer recognition
Volunteer Support
Volunteer training and recruitment
Volunteerism (3)
Volunteerism- how to keep veteran volunteers and how to market new ones
We can always learn more on volunteer management
Working with the next generation of volunteers
Working with volunteers

Partnerships & Collaborations
Also developing community collaborations (2)
Building community partnerships (3)
Building community partnerships and collaborations, especially partnering with Black, Indigenous, Immigrant, Latinx community partners
Corporate & community partnership
How to build strong volunteer partnerships
How to effectively community organize and partner with other agencies to maximize our limited staff.

Partnerships (4)
Partnerships with schools
Working with different groups/organizations, How to build Partnerships
Working with legislators

Community Development
Advisory Committee Development
Collaboration building
Community development
Developing Quality Club Programs in collaboration with leaders
Expanding programs in community
Maintenance of collaborative teams
Principles of Community Development

Evaluation
Evaluation (10)
Evaluation - where to start, how to decide what to evaluate
Evaluation (from a basic level, including logic models)
Evaluation and Impacts
Evaluation, IRB
Program evaluation development

Impact Reporting
Community Impact
I think evaluation and impact would be extremely important as well as developing tools or images to use to tell the whole entire story to our stakeholders
Impact reporting
Impact reporting to stakeholders
Program evaluation and communication of impacts
Understanding & collecting impact
Using data for effective evaluation and program supports

Assessment/Evaluation Strategies/Techniques
Assessing community need
Community Assessments
Assessment and Evaluation Strategies
Evaluation practices
Evaluation Techniques
Evaluation tools
How to find focus groups
Integrating eval into program design and delivery
Benefit cost analysis

Research
Applied social environment research
Being mindful of connecting what we do with research
Conducting research projects
Research as it relates to our work.

Grant Writing
Grant writing (4)
Grant writing/finding sponsors
Grants

Fundraising
Fund development
Fund raising (4)
Funding
Fundraising (Grants and Sponsorships)
Non-profit fundraising

Mental Health & Social Emotional
Cognition, emotional social development, understanding how to recognize mental illness and work with it in an educational setting
Mental Health
Mental health first aid
Mental Health issues regarding youth, working with youth with special needs
Programming for youth with mental health issues, ADD, Autism etc.
Social-emotional learning
Social-emotional learning & supports
Training about what youth are facing today ie... the Blue Whale Challenge, the Choking Challenge and Sale Ice Challenge and Active Shooter Training
Trauma-informed care; mental health in youth
Working with youth through a trauma informed lens
Youth Mental Health (2)
Youth Substance Use

Program Development
Lesson Planning
Program creation guidance
Program development (3)
Program development in priority areas
Curriculum design
Writing Lesson Plans
Strategic program planning

Positive Youth Development (PYD)
Applying PYD research to programming - practical suggestions
Current trends in PYD
New trends and research in positive youth development
Positive youth development
PYD frameworks-application and outcomes
The history of Positive Youth Development
Thrive Model
Youth development
Youth development and organizational systems
Youth Development in a high tech world
Youth Development Trends
Youth Program Development strategies

4-H Youth Engagement
How to engage youth and keep them in the 4-H program, how to help prepare high school aged kids for college
How to network with 4-H to help each other
How to run a successful 4-H Club; How to inspire club leaders to create 4-H Honor Clubs. Recognition for 4H Club members
Youth engagement

Reach
Reaching all youth
Reaching at risk youth during the COVID
Reaching new audiences (members and volunteers) (2)
Recruiting a diverse audience

Programming
Alternative Learning
Behavioral management of youth attending programs
Compassion, Building trust
Content related to state program priorities
Financial literacy for youth
STEAM
STEM Training
Delivery Methods
Effective program mgt.
How to light the spark in youth programming
Learn how to simplify programs/procedures to make room for new programs and stay current.
More skills based for 4-H to then teach our youth
Out of school time and the STEM Pipeline
Teaching techniques in a modern world

Content Area Trainings
Content area specific trainings
Animal science
Counseling and Facilitating Good Decision Making for our Youth
Cultural/religious education
Culture, civility/civics, advocacy
Urban farming, permaculture, aquaculture, hydroponics

Adult/Family Engagement
Engagement of adults
Family engagement
Meeting families where they are at (mentally, emotionally socially)

Work/Life
Anything related to working more efficiently
Career development
Development of professional strengths that are broadly applicable inside and outside Extension
Managing administrative time requirements vs. program development needs
Promotion
Time management and stress management
Time management, multitasking, delegating time for priority projects
Work home balance
Work life balance (2)

Cultural Competency
Cultural competency
Cultural sensitivity, working with marginalized groups training
How to work with different cultures in your communities
Cultural diversity topics

Diversity
Diversity (7)
Cultural diversity as it relates to our state - a state with little diversity
Training in diversity

Access
Access (2)
Accessibility
Access of extension programming
Making 4-H accessible to all youth within your county (in my case counties)

Equity
Equity (7)
Equity - strategies for success

Inclusion
LGBTQ...etc. inclusion
Training related to Access, Equity and Opportunity (with some focus on Gender/Sexuality)
accessing and including youth voice
Inclusion (10)
How to help 4-H grow and change while being more inclusive.
Inclusion and supporting those with special needs
Fostering acceptance and belonging

Social Media/Marketing
Current trends in social media outreach
Effective use of social media
Marketing (2)
More on social media platforms
Social Media (2)
Social media training outside of Facebook
Social media/societal trends and marketing
Use of marketing

Technology Tools
Emerging technologies
Using Technology
Using technology effectively
Implementation of contemporary technology
Technology/technologies
Technology - how to utilize but avoid using the new tech toy of the month, I have far too many apps as I try and work with a wide variety of partners
Online technologies that are approved for use when teaching youth remotely
Online/Digital Learning
Reaching youth through video presentations
Using technology to reach and keep up with our youth audiences
How to utilize technology to increase the impact of programs through group enrollments
Reaching youth with hands-on learning via distance technologies; how to offer programs and allow youth work to be posted using platforms such as Google Classroom or Canvas
Recording videos, distance learning
Technology in virtual programming
Creating online education programs
How to conduct an interactive webinar
Virtual Programs (3)

Engagement - Virtual Programming
How to get youth excited about participating in zoom/virtual events and/or how to host a virtual event that is fun and engaging for youth
Keeping youth engaged in virtual programming (2)
Engagement and experientially in distance learning
Enhancing virtual learning for volunteers
How to help volunteers and families utilize online technology
Getting schools excited about online learning opportunities through Extension

Other
New staff procurement
Ways to encourage employees/volunteers
4-H Youth Development “overview” for the Land Grant University Administration/Deans/Presidents/etc.
Dealing with difficult people/conflict
Future industry/economic/workforce demands
Immigration and specific technical educational approach
Innovation
New data on youth and family volunteerism
Privilege
Technical skills training
TIPS
Training methods
What is it like to be a member or to be involved in the NH 4-H program
Youth research update webinars

