



A Guide for 4-H Volunteers

**County 4-H Councils:
Committees Concerned
about
4-H/Youth Development**



18 U. S. C. 707

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4-H/Youth Development***

University of Kentucky
College of Agriculture
Cooperative Extension Service

Original Project Coordinators

Susannah Denomme
Extension Specialist
University of Kentucky
College of Agriculture

Rick Maurer, Ph.D.
Extension Specialist,
Rural Sociology
University of Kentucky
College of Agriculture

In Consultation with
Dave Jeffers, Ed.D.
Extension 4-H Program
Specialist
University of Kentucky
College of Agriculture

State 4-H Staff
University of Kentucky
College of Agriculture

Robbins Hopkins, Prosources
Bill Conrad, Center for Creative
Management

Revised in 2001 by
Ken Culp, III, Ph.D.
Volunteerism Specialist for
4-H/Youth Development
University of Kentucky
College of Agriculture
Cooperative Extension Service

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Introduction

County 4-H Councils: Committees Concerned about 4-H/Youth Development is an educational program designed to help volunteers understand their responsibilities as members of county 4-H councils and how to make the 4-H council function effectively. The first part of the educational in-service is for use by the entire 4-H council; the remaining sections are designed for use by various committees within the council.

Objectives of the Educational In-Service

1. To help participants understand the role of a county 4-H council and its committees.
2. To help participants understand how the county 4-H program is related to the land grant university, the families, 4-H, the Food and Nutrition division of the United States Department of Agriculture, the Cooperative Extension Service, and the National 4-H Council.
3. To help participants analyze their county 4-H council system and determine areas of strength and weakness.
4. To help participants see the need for an effective committee structure within the county council.
5. To encourage creative, open discussion among council members, leading ultimately to a more thorough understanding of the council system and a more effective performance of council responsibilities.

The educational package consists of the volunteer guide (which you are now reading) and a videotape series showing a 4-H council in action.

The Volunteer Guide

The volunteer guide is for individuals who have been chosen to teach other volunteers. Before leading a group, you should have received instruction on teaching others.

This volunteer guide is now your basic teaching resource. In it you will find:

1. An outline of the parts of the videotape series.
2. Suggestions for preparing for the educational program.
3. Objectives for each lesson.
4. Suggestions for conducting the lessons.
5. Questions for discussion.
6. Activity sheets to be duplicated and handed out to participants.

Suggestions for leading each session begin on page 5. Here you will find suggestions for introducing each scene, questions for group discussion, and a listing of handouts for the session.

The Videotape Series

The videotape is made up of seven sections. The first two sections are built around one subject designed for viewing by the entire council in two sessions. The other five sections are optional lessons for viewing by separate committees. Each lesson has two or three scenes depicting a particular aspect of an effective council.

The in-service is designed so the group will view a particular scene, then stop the tape to complete an activity or discuss the scene and how it relates to their own county council. Or they may complete an activity and then watch a taped scene.

As the facilitator, you need to be familiar with the videotape. You must also be familiar with the video equipment—how to start and stop the tape to teach each particular scene. Each lesson and each scene have captions for easy identification.

As a facilitator, you should select activities and discussion questions most suited to your audience, setting, circumstances, and time available. You may find that some activities are more appropriate for newer council members, or you may decide that your group could benefit from viewing and participating in the entire series.

You will have to determine the best method for presenting the package. You should plan for about one week's time between teaching the first two lessons to allow time for thought and work by the entire council. Take into consideration the amount of time available and the level of need. Then read through the lessons and organize them according to those factors.

The six options that follow the two lessons are designed for viewing by specific committees within your council but may also be shown to the entire council, if desired. Each option should take one session each—approximately a two-hour period.

Suggestions for Successful Teaching and Facilitation

The time frame for using this teaching package depends on the situation for your particular group. Whatever time frame you use, plan to do the following things in advance:

1. Study your video equipment, the videotape, and this leader guide before you begin teaching.
2. Plan your time together. Prepare a schedule for yourself and for the group. Allot time as you think it is needed.
3. Prepare in advance all materials you will need:
 - VCR and monitor.
 - Flip chart (prepared for each session).
 - Enough handouts for each participant.
 - Pencils and paper.
4. Arrange the seating so each participant can see the monitor.
5. Be sure all equipment is working properly.
6. Be sensitive to the participants' need for breaks, refreshments, and comfort.

Leading the Group

In order to meet the objectives of the in-service and use the group's time wisely, the facilitator must determine the agenda for each session. It is up to you to:

1. Keep the group on the discussion topic.
2. Help the group reach a conclusion concerning each topic.
3. Keep the group on schedule. This may mean arranging for further discussion of a particular topic at a later time or making assignments for obtaining information.

Outline for In-Service

The first section of the workshop package, "A Successful 4-H Council," consists of two lessons, each designed to be covered in a two-hour session. It deals with the structure of the ideal 4-H county council. The **entire council** should participate in these two lessons. After the council completes this study, the members choose the additional training sessions(s) they need based on the committee(s) to which they are assigned.

Lesson One—Basic Council Structure

- Scene 1: **Introduction to County 4-H Councils**
- Scene 2: **Getting the "Right" Group Together**
- Scene 3: **Creating a Plan of Action**

Lesson Two—Using a Committee System

- Scene 1: **Managing the Meeting**
- Scene 2: **New Business**
- Scene 3: **Charge to the Committees**

The remaining lessons are specific to the various committees of the council. They are designed to encourage council members to discuss issues that are relative to the particular committee. For maximum effectiveness, the audience should be limited to groups of 12 to 15.

Optional Lesson—The Executive Committee

- Scene 1: **Developing an Agenda**
- Scene 2: **Choosing Committees & Committee Assignments**
- Scene 3: **The Special Called Committee**

Optional Lesson—The Budget Committee

- Scene 1: **Developing a Budget**
- Scene 2: **Getting the Books in Order**
- Scene 3: **Preparing a Recommendation for the Entire Council**

Optional Lesson—The Expansion & Review Committee

- Scene 1: **Getting the Whole Picture**
- Scene 2: **Finding a Cure**
- Scene 3: **Just Try Asking**

Optional Lesson—The Public Relations Committee

- Scene 1: **Public Relations: The Total County Picture**
- Scene 2: **Developing a Public Relations Calendar**
- Scene 3: **Making a Good Impression**

Optional Lesson—The Activity Committees

- Scene 1: **The Planning Stages**
- Scene 2: **Evaluating the Activity**

Optional Lesson—The Youth Protection/Risk Management Committee

(No video. A PowerPoint presentation is available at the state 4-H Web site.)

Session One

Basic Council Structure

Participants will deal briefly with an introduction to the 4-H council system and how it relates to other Extension and 4-H organizations. They will learn the role and functions of 4-H councils and the importance of representative membership and setting goals. They will also learn some simple techniques for conducting the council meeting in an efficient and businesslike manner.

This first video scene serves as an introduction to the training series. The cast you will be meeting are all members of an imaginary Kenton County 4-H Council. We are joining them at the conclusion of a successful council meeting.



(Time—3:36)

1. What was the mood of the group at the conclusion of this county 4-H council meeting? Why?
2. What is the role of each of the individuals on this 4-H council?
3. What seems to be the role of the Extension 4-H agent?
4. What do you think the function of a county 4-H advisory council should be?

Go through each box on this chart, leading the group to identify some of the people who fill the roles in your state, area, and county. (If you don't know who serves in these roles in your locale, ask your Extension office for some help.)

Distribute the second handout; discuss briefly. Handouts 1 and 2 are important in helping the group learn how a council functions—not only as a county group, but as a working unit of a district, state, and national network—and how they fit into a rather complex organization.

Next, familiarize the group with the federal level Extension goals and objectives by going over each goal of this handout. Help the group relate these goals to the county 4-H program.

What specific projects can they tie to each goal? (The county 4-H council has the responsibility of making sure that the goals of the council, 4-H agent, and federal Cooperative Extension Service match. While the 4-H program can assist with many situations in a county, it is somewhat limited to helping in areas that fall within the jurisdiction of the overall Extension goals and functions. The county 4-H council is responsible for determining the situations that are appropriate for 4-H assistance or programming.)

Use this handout to start group discussion on the functions of a 4-H council. Ask various members to read aloud the functions; then discuss as a group how well participants think their council is working within them.

Ask the 4-H agent to discuss the plan of work that he or she must develop every four years. How does this plan of work fit into the overall Extension service goals, your county needs, and the functions of your county 4-H council? (Ask the agent in advance to prepare a presentation.)

Now, ask the group to prepare two lists: (1) a list of what the staff can reasonably expect of council volunteers and (2) what council volunteers can reasonably expect of the staff. Next, list these expectations on the flip chart.

Suggestion for introducing Scene 1: "Introduction to County 4-H Councils"

View Scene 1 Questions for Group Discussion

**Handout 1
The Land Grant University & the Cooperative Extension Service**

**Handout 2
The United States Department of Agriculture & the Cooperative Extension Service**

**Handout 3
Extension Service Goals & Function**

**Handout 4
The Functions of County 4-H Councils**

**Handout 5
What Staff &
Council
Volunteers Can
Reasonably
Expect of Each
Other**

**Suggestion for
Introducing
Scene 2:
“Getting the
‘Right’ Group
Together”**

Compare your group’s list on the flip chart with the handout. Do the two lists match? Why or why not?

Now that we have discussed the structures and functions of county 4-H councils, we are going to take a look at where the Kenton County 4-H Council got started. Scene 2 shows the council struggling with how to address a community problem.



(Time—2:59)

View Scene 2

**Questions for
Group
Discussion**

1. What do you see happening in this scene?
2. How do each of the council members on the video feel at the end of the scene?
3. What are some of the problems this council is experiencing? (Too few members; lack of representative membership; lack of ideas on how to address community problems; overworked members; no agenda for meeting; lack of even a simple form of parliamentary procedure; frustrated agent.)
4. What could the council do to begin to address some of the problems?
5. How have we been addressing similar situations in our council?

Have your group break up into smaller groups of three or four persons each to come up with a list of answers to the questions above.

After the groups have had some time to discuss each of the questions, write some of their answers on a blank page

of the flip chart and discuss as a large group. This exercise, plus viewing the next scene, should prepare the group for analyzing its own membership.

Scene 3 shows Patrick, the 4-H agent, and Mark, the council president, meeting in the Extension office following the council meeting shown in the previous scene. These two discuss the problems the present council has in accomplishing anything and reasons for the situation in which the council finds itself. They also begin to develop a plan of action for getting more council members to participate and new members to represent other groups within the county.



(Time—4:28)

**Suggestion for
Introducing
Scene 3:
“Creating a Plan
of Action”**

View Scene 3

**Questions for
Group
Discussion**

1. What are some of the problems that Patrick and Mark identify? (For example: council members overworked with too many responsibilities; lack of knowledge among current members about some problem areas within the county; lack of broad-based county representation on the council.)
2. What is their initial plan of action for revitalizing the council? (For example: contacting present but inactive council members; consideration of other county groups to include in council representation; contacting the State 4-H Office for help and suggestions.)
3. Do the preliminary steps that Patrick and Mark agree to take seem reasonable? Why or why not?
4. Can you identify with council members who have too many responsibilities and eventually have problems with burnout? How?

Handout 6
The Council
Membership
Process &
Composition
Analysis

5. What are the advantages of having as many different groups in the county as possible represented on the 4-H council? (For example: wide range of input and problem identification; broader overall knowledge base; legitimate actions of county 4-H program; greater available resources in the county.)
6. What does our council need to be doing to improve our recruitment methods? (This discussion gives your council a chance to analyze its own membership and determine areas of need.)

Have each participant fill out the chart. Then have one person compile the charts into one. Ask the group to find any “holes” in the categories. Why are the categories of age, sex, race, affiliation, resource development, and committee preference/expertise important? What is the advantage of the broad-based leadership that this analysis suggests? Why?

If this analysis has pointed out a lack of representation on your council, now is the time to discuss methods of recruiting more members to represent the missing areas.

The first step in recruitment is for current council members to brainstorm about selected persons in the county whom they feel would be willing to undertake service on the 4-H council. These persons should fit into one or more of the available categories on the council membership analysis.

The next step is to put together a recruitment plan based on knowledge of the “candidate” and to select the most effective persons to persuade the candidate to undertake council service. In a meeting with the candidate, the recruiting council member and the county 4-H agent should make the following points. (Prepare a flip chart using parts of the following outline to assist the council in developing a recruitment plan. Discuss these items as a group.)

Suggestions for Recruitment Plan

1. Conduct a needs assessment to determine the greatest membership needs of the 4-H Council.
2. Develop or adapt a 4-H Council member position description.
3. Identify potential candidates.
4. Estimate the time requirements of council membership.

Active council participation—three to six hours monthly for council meetings, committee meetings, fund raising, meetings with county Extension staff, and telephone calls.

Leadership responsibilities—an additional two to four hours monthly for serving as council officer, committee chairperson, campaign chairperson, representing council at other organization functions, etc.

5. Approach potential candidates. Explain the county 4-H program membership requirements of the 4-H Council.

The recruiter and 4-H agent explain the 4-H program in the county using statistics, brochures, slides, videotapes, films, flip charts, and personal experience.

6. Explain the roles and functions of council volunteer and the 4-H agent.

The recruiter discusses functions and roles of each with the candidate.

The candidate is informed of the council committees in general and specifically the one for which he or she is being recruited.

7. Explain the steps in formalizing membership.

The candidate is asked to go through the application and screening processes and orientation before officially having his or her name placed for election. This is intended to prevent the candidate from dropping out or becoming nonfunctional later.

8. After a member is elected, the following letters are sent:

- A letter from the chair of the council informing the candidate of selection.
- A letter of welcome from the county 4-H agent.
- A letter from the chair of the committee on which the candidate will serve containing a welcome to the council and selected committee, explanation of the committee, explanation of the committee's responsibilities, minutes of the past several committee and council meetings, and a request for an appointment to get acquainted and for orientation to the committee (followed by a phone call).

9. Publicity releases should go to:

- new council member's home community newspaper.
- local radio station.
- appropriate county officials.

Remember, all of the above points should be covered in a meeting of the candidate, the recruiting council member, and the Extension 4-H agent.

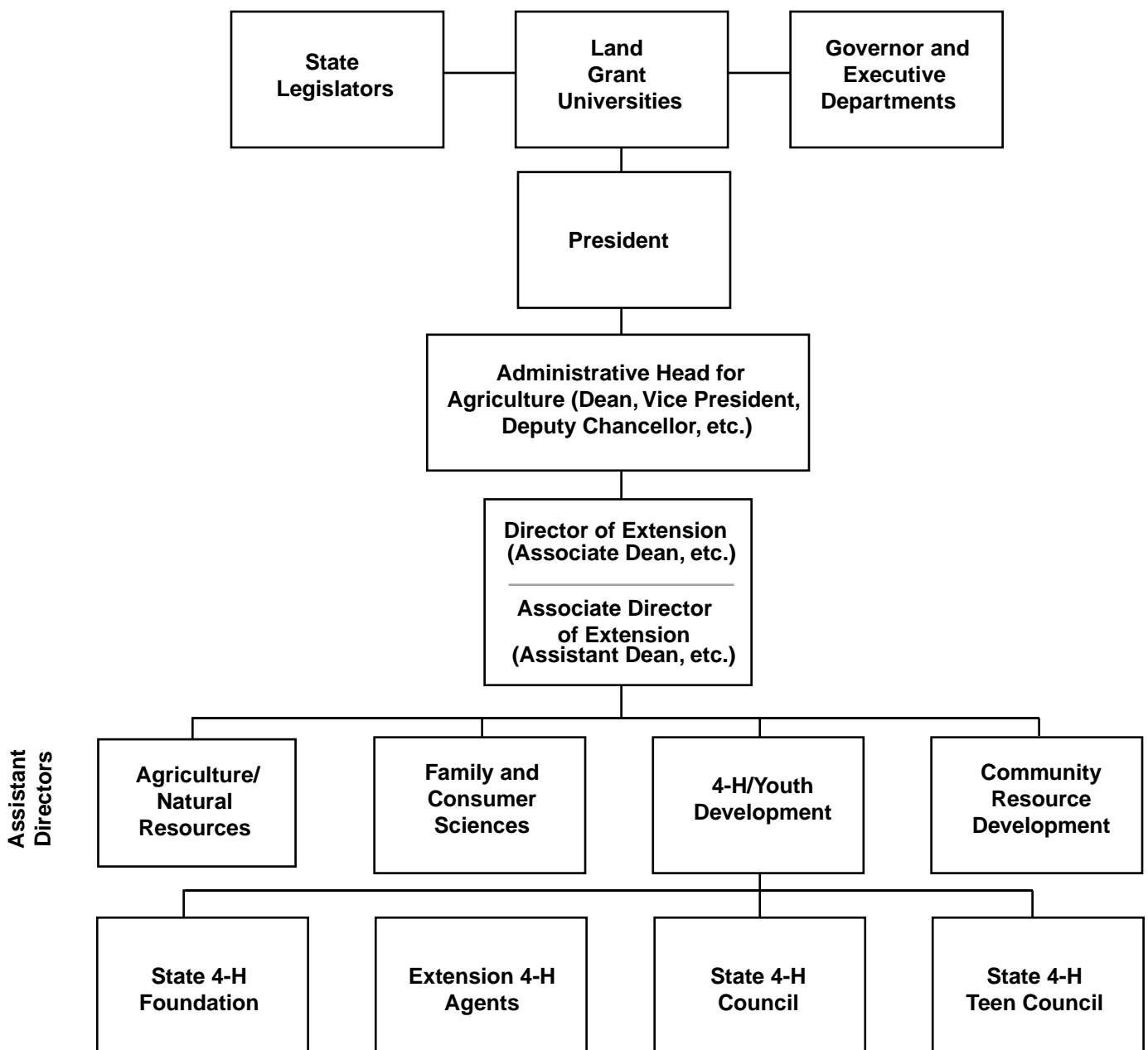
In closing this first session, review with the group the items that have been discussed, including:

1. Structure of the Cooperative Extension Service and the 4-H program.
2. Function of the county 4-H advisory council.
3. Representative membership and its advantages.

**Concluding
Session One**

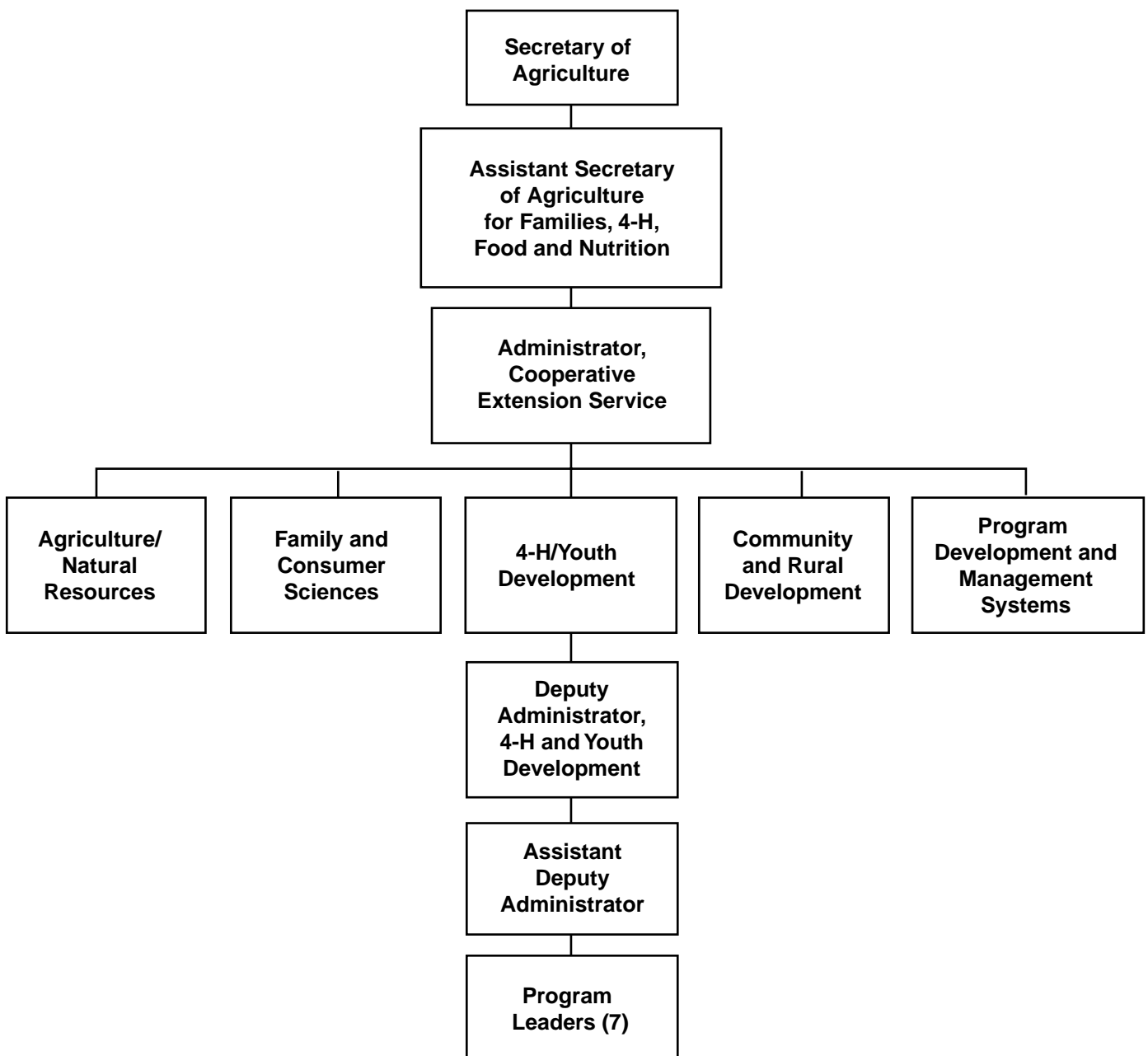
Handout 1

The Land Grant University & the State Cooperative Extension Service



Handout 2

United States Department of Agriculture & the Cooperative Extension Service



Handout 3

Extension Service Goals & Functions

1. Develop efficient agricultural, forest, and range land production systems.
2. Support the conservation and wise use of natural and renewable resources.
3. Enhance the processing, marketing, and distribution of high-quality food and fiber products.
4. Strengthen the family and home through the attainment of knowledge, human skills, and technology needed to create a satisfying quality of life within available resources.
5. Assist youth in acquiring knowledge, developing life skills, and forming attitudes that will enable them to become self-directing, productive, and contributing members of society.
6. Strengthen the capacity of state and local governments to deal with public issues and problems.
7. Cooperate with agencies and institutions of federal, state, and local government and the private sector in developing and conducting educational programs.
8. Cooperate and work with national and international institutions throughout the world in using the Cooperative Extension System's concept of education.

Handout 4

The Functions of County 4-H Councils

The following functions may appropriately be included in the work of all county 4-H advisory councils:

1. Assume major responsibility for the development of a total county 4-H program based on the needs of youth and the county situation.
2. Assume responsibility for carrying out the planned program.
3. Evaluate the total county 4-H program on a continuing basis.
4. Raise and manage funds to underwrite the planned program.
5. Sponsor county recognition for 4-H members and volunteers.
6. Publicize objectives and philosophy of 4-H work; serve in an advocacy role when necessary.
7. Assume major responsibility for recruiting, educating, and developing 4-H members and volunteers.
8. Recommend policy for the county 4-H program when not determined by district, state, or national regulations.
9. Represent the interest of the county 4-H program at other meetings or events.
10. Assume active leadership in the organization of new 4-H clubs and the establishment of new projects.
11. Assist in arranging for the county's full participation in all events and activities outside the county.
12. Assume responsibility of informing other leaders about decisions made at council meetings.
13. Confer and cooperate with the county Extension staff.
14. Develop and maintain a vigorous active membership that believes the major responsibility for developing and delivering the county 4-H program rests with the council and not the Extension staff.

Handout 5

What Staff & Council Volunteers Can Reasonably Expect of Each Other

What Staff Can Reasonably Expect of Council Volunteers

1. Fulfillment of commitments within agreed-upon deadlines.
2. Leadership rather than “followership” (initiation rather than response).
3. Organizational knowledge and ability.
4. Support in controversial situations.
5. Sensitivity to staff’s organizational problems.
6. Easy access by phone or visitation.
7. Loyalty and confidentiality.

What Council Volunteers Can Reasonably Expect of Staff

1. Attention to details of meetings, conferences, etc.
2. Wise use of time.
3. Prompt response to requests for information.
4. Adequate preparation for meetings in which board volunteers must play a leadership role.
5. Meeting of agreed-upon deadlines, with notification if deadlines cannot be met.
6. Complete, concise, and accurate information.
7. Candor in individual and organizational relationships.
8. Prompt return of phone calls.

Handout 6

The Council Membership Process & Council Composition Analysis

Name/Years on the Council	Age					Sex		Race					Income		
	Teen	20-35	36-50	51-65	Over 65	Male	Female	White, not of Hispanic Origin	Black, not of Hispanic Origin	Hispanic (Spanish Culture)	American Indian or Alaskan Native	Asian or Pacific Islander	High	Middle	Low
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Affiliation										Resource Development						Committee Expertise or Preference																					
Medical	Small Businesses	Local Media	Churches	Corporate	Political	Education	Law Enforcement	Neighborhood	Willing to make material contributions	Willing to contribute services	Willing to raise money	Willing to give proportionate to means	Access to individuals with money	Access to corporations	Personal wealth	Budget	Expansion and Review	Public Relations and Image	Speech	Demonstrations	Animal Science	County Fair	Clothing	Engineering	Foods	Camp	Fund Raising										

Using a Committee System

Group Discussion Questions

Your 4-H council has now analyzed its composition and membership needs and has explored several different ways to recruit more members. The second lesson of the in-service leads into a discussion of a basic form of parliamentary procedure and some simple meeting techniques that make a council meeting run more smoothly and effectively. This session introduces the importance of a functioning committee system and shows an example of giving a clear directive or charge to a committee.

In preparation for viewing Scene 1, ask the group to discuss some of the consequences (both good and bad) of recruiting new people to serve on the council.

Scene 1 shows the council meeting after new members have been recruited but before the council has been reorganized. The expanded council attempts to address several different program needs and problem areas.

1. Identify (on a board or flip chart) as many different problems as you can with this council meeting.
2. Brainstorm possible solutions for each of the identified problems.
3. List all positive aspects about this council meeting.

In your own words, guide the group to the following conclusions.

There are many problems with this somewhat exaggerated example of a disorganized council meeting. An important point made in this scene is that just getting additional members on the council is in itself not a solution to more effective council activity.

There are positive aspects of this group, such as the large number of well-intentioned, enthusiastic people who are willing to help. However, one of the quickest ways to quell enthusiasm and willingness is disorganization. In addition, there must be defined tasks to take advantage of a group that is ready to work.

Lead the group not only to define the problems of this council but to discuss solutions to the problems they identify. Such solutions include making arrangements for a meeting room, working by an executive committee to plan an agenda, using parliamentary procedure, controlling the meeting and discussion by the president, and planning conducted by appropriate members (an executive committee) before the council meeting.

Consider details that would make a meeting more pleasant; e.g., refreshments or a pot-luck meal, starting and ending on time, adequate lighting, and comfortable temperature.

Suggestion for Introducing Scene 1: "Managing the Meeting"



View Scene 1

(Time—5:01)

Handout 1
Simple Parliamentary Procedure

Use this handout if you feel that the group is in need of instruction on parliamentary procedure techniques. This can be a reading assignment, or you can prepare a brief lecture and practice session for the group based on the information in the activity sheet.

Handout 2
Physical Arrangements for Effective Meetings

Different room arrangements cause different things to happen in a meeting. In Scene 4, we noted how uncomfortable all of the members looked. This handout shows some examples of comfortable room arrangements. Providing participation with enough room and a place to write are important factors in planning effective council and committee meetings.

Suggestion for Introducing Scene 2: "New Business"

In this scene, the Kenton County 4-H Council has made a lot of progress and, after a special recruiting effort by members and officers, has met its membership needs. They are using a very simple form of parliamentary procedure and they have more time to discuss not only their 4-H program needs but also how 4-H fits into the community. However, they still need to work on an organized way of getting specific tasks done by committees, as shown in this scene.



View Scene 2

(Time—5:01)

Questions for Group Discussion

1. What do you see happening in this meeting?
2. What do you see as the next possible steps for the council?
3. What things happened in this scene which indicated the need for the formation of a committee? (Have the following points on a flip chart.)

Committees are called:

- When a decision needs to be made, there are multiple alternatives, and it is unclear what steps to take next.
 - To accomplish a task that requires more than one person.
 - When an item under consideration is complicated enough to need further study and planning.
4. At what point should the council have considered appointing a committee? (At this point in your in-service workshop, it should be obvious to the group that the committee structure is the best way to accomplish the goals of all the members. But now, how do they determine which committees they need?)

This handout describes the basic committees that a council needs to carry out its normal business. Individual councils may have need of other committees for special projects or functions. Use this handout to explain each committee's function. Compare these committees to those currently existing in your council.

Explain that a committee must know its functions in order to effectively carry out its charge. It is very important that a new committee be given a clear understanding of its expectations so that the members will know what their job is and when it is satisfactorily completed.

In this scene, you will see that the Kenton County 4-H Council has made a great deal of progress. Here they are shown appointing a committee chairperson and giving a charge to the committee.



(Time—3:12)

Handout 3
Basic County 4-H Council Committees & Their Functions

Suggestion for Introducing Scene 3: "Charge to the Committee"

View Scene 3

**Questions for
Group
Discussion**

1. Describe the relationship between Mark and Wendy in this scene.
2. How does Mark ask Wendy to chair the committee? (It is important to note that Mark does not ask Wendy for her decision on the spot; instead he gives her some time to think about it.)
3. How does the 4-H agent function in this meeting?
4. How does your 4-H council appoint committees? Give a charge to a committee?

Point out that on videotape, a 4-H council can make great strides and improvements very quickly—perhaps more quickly than a real-life 4-H council. Discuss the things that your council can do to improve its functions and the quality of the county 4-H program. Now is the time for you to guide the group in setting some goals and time frames for accomplishing them. Spend the remaining time during this session talking about the strengths and weaknesses that your group has discussed relating to their council's performance. Use the flip chart to write down the council's goals for developing the strengths and eliminating the weakness during this coming year.

**Concluding
Session Two**

Simple Parliamentary Procedure

A 4-H council meeting should be run in an efficient, orderly manner. As a member of an organized group you need to know the basic principles of parliamentary procedure in order to share in carrying on business of the group. Following is a list of meeting activities that you should be adept at doing:

1. Call a meeting to order.
2. Ask for the minutes to be read and either approved or corrected.
3. Get the floor.
4. Make a motion.
5. Use common subsidiary motions.
 - Amend a motion.
 - Refer to committee.
 - Table.
6. Use common incidental motions.
 - Adjourn.
 - Reconsider.
 - Rescind.
7. Give a committee report.

To Call the Meeting to Order

The presiding officer (also called the "chair") stands and taps on the table twice with the gavel to get the group's attention. The officer says, "The meeting will come to order."

Reading and Approving Minutes

The presiding officer says, "The secretary will read the minutes of the last meeting." After the reading of the minutes ask, "Are there any corrections?" The officer pauses, then continues, "If not, the minutes stand approved as read." (Tap the gavel once.)

Every member of an organization is responsible for seeing that its records are correct. If anything has been omitted from the minutes or is not accurately reported, the member who notices it should call attention to it and suggest a correction during the pause before the presiding officer announces that the minutes are approved. If there are no objections to the corrections, the secretary makes the changes. When there is a difference of opinion as to what should have been said, the chair will entertain a motion to amend the minutes.

When this has been handled, the presiding officer says, "Are there any further corrections? If not, the minutes stand approved as corrected." (Tap the gavel once.)

To Get the Floor

When you wish to make or discuss a motion, ask a question or give information related to the subject under discussion, and rise and address the chair by saying, "Madam" or "Mr. President" or by other special title, if appropriate. Never try to obtain the floor when someone else is speaking unless the speaker is out of order or there is an emergency.

In small informal groups you need not rise to address the chair.

If members are not well acquainted, the speaker should give a name and some identifying remark so that the chair, the secretary, and other members will know who is speaking. The correct form is "Mr. (or Madam) President, Richard Roe of Pleasant

Hills 4-H Club." The chair then repeats the name. This recognition gives permission to speak.

Eight Steps in Making and Carrying a Motion

1. The member addresses the chair.
2. The chair recognizes the member.
3. The member makes the motion.

After obtaining the floor the member says, "I move that _____." Motions should be made in the affirmative to avoid the confusion that comes from a negative vote on a negative motion. For instance, an example of a correctly stated motion is: "I move that the club give a picnic." An example of an incorrectly stated motion is: "I move that the club does not give a picnic." In the latter case those voting for the motion would be voting against the picnic and those voting "no" would be voting for it.

The proper form is "I move that _____," not, "I make a motion that..." or "I move you..." Making a motion is equivalent to saying, "I propose that" or "I think we should do so and so." It is assumed that you are in favor of the motion you make so you are not allowed to speak against it. However, since discussion may change your mind, you may vote against the motion you made.

4. The motion is seconded.

All ordinary motions must be seconded. This is to prove that at least two persons want the subject to be discussed. Ordinarily, motions should be seconded promptly. It is not necessary to be recognized by the chair. In small groups you do not rise or address the chair, but say simply, "I second the motion." In large meetings it is proper to rise and say, "Mr. (or Madam) President, I second the motion."

If there is no second, the chair may say, "Is there a second?"—not, "Do I hear a second?" or, "Will someone second the motion?" If no one else thinks the subject should be discussed and there is no second, the chair says, "The motion cannot be considered" or "The motion is lost for lack of a second."

5. The chair states the motion.

When the motion has been seconded, the chair restates it; that is, repeats the motion clearly so that everyone will understand exactly what is proposed.

6. The chair calls for discussion.

This step should never be omitted. The members should have an opportunity to express opinions or to ask questions that may make the motion clear.

7. The chair "calls for a note on" the motion.

When all members who wish to do so have spoken or when the chair thinks that all sides of the question have been discussed, he or she may say, "Are you ready for the question?" If no one speaks, the chair "calls for a note on" the motion. Both affirmative and negative votes must be taken. The chair says, "All in favor of the motion, which is _____, say aye." After the "aye" vote, the chair says "All opposed say no." If it is not clear on which side the majority voted, the chair may call for a vote by the raising of hands or standing.

8. The chair announces the result.

After the vote is taken, the chair must announce the result. The usual form is, "The ayes have it, and the motion is carried."

We will _____”—or, “The nos have it, and the motion is lost. We will not _____.”

Subsidiary Motions

Sometimes in order to dispose of a main motion, it is necessary to make a subsidiary or secondary motion. These motions must be voted on before the main motion can be discussed further. The most common motions of this class are to amend, to refer to a committee, and to table.

To Amend. A motion may be amended in four ways: (1) by striking out, (2) by adding, (3) by striking out and adding, and (4) by substitution. For instance, a member may move that the council sponsor a volunteer recognition dinner for all volunteers who have served a year or longer, to be held on August 15, at the County Extension Center. Someone else may say, “I move to amend the motion striking out and inserting ‘one.’” Discuss only the amendment until it is acted on. If it carries, the chair says, “The ayes have it, and the amendment is carried. The motion now is that the council give a recognition dinner for all volunteers who have served one year or longer, to be held on August 15 at the County Extension Center.”

An amendment may be amended once and only once. Someone may have moved that the council cooperate with the highway department by making a memorial planting for the astronauts who died in the “Challenger” explosion. Someone else may move to amend by adding the phrase “of seven trees” after the planting. This amendment may be amended by inserting “Kentucky Coffee” before trees. While this amendment is pending, discuss only the kind of trees to be planted. When that has been settled, the number of trees may be determined. Then the chair will state the amended motion.

To Refer to a Committee. Sometimes a motion is made that has the general approval of the group but needs to be studied more carefully than it can be in an open meeting, or perhaps more information is needed before a final decision can be made. In such cases, someone should move that the question be referred to a committee. If the business is related to the activities of any standing committee, it should be turned over to that committee. For instance, the motion to plan a suitable meeting to celebrate the tenth anniversary of the organization of the council might be referred to the program committee.

If a special committee is to be appointed, the motion should state how many members it should have and how it should be appointed; for example, “I move that the question be referred to a committee of three to be appointed by the chair.”

To Table. Sometimes it seems wise to temporarily lay aside some item of business that is before the group. The correct form is, “I move that the question be laid on the table,” or simply, “I move to table the motion.” This motion must be seconded. It may not be debated or amended. The chair must put the motion to table as soon as it is seconded.

At any time during the session at which a question was tabled or during the following session, the motion to take it from the table may be made. This motion may be carried by a vote of two-thirds plus one. That is, if 15 persons vote, ten to take from the table and five against, the motion will be considered. This is in accordance with the principle that a two-thirds vote is required to suspend rules or to limit the freedom of the minority. If a motion is not taken from the table at the session following the one at which it was tabled, it is considered killed.

Incidental Motions

Some motions are incidental to the business being transacted. They are in order whenever they are needed. The ones most commonly used are to adjourn and to reconsider or rescind an action previously taken.

To Adjourn. The correct form is, “I move to adjourn,” or “I move that we adjourn.” The motion is seconded and voted on but is not discussed. It is discourteous to begin talking or to rise until the chair has declared the meeting adjourned. The usual form is, “The motion carried, and the meeting is adjourned.”

If the standing rules state the time for adjournment, the chair may stand and say, “The hour for adjournment has arrived. The meeting is adjourned.”

To Reconsider. A member who votes on the prevailing side and then thinks that an action has been taken too hastily may move to reconsider. This motion can be made only in the session at which the original motion was made or on the next day. Since councils do not meet on two consecutive days, the motion is most useful in conventions.

To Rescind. Any action taken by an organization may be rescinded at any time provided nothing has been done about it that cannot be undone. If a bill has been paid or a contract made or if the person involved in the action has been informed of it, the motion cannot be rescinded. The motion to rescind requires a two-thirds vote.

Committee Reports

Committee reports should give council members an understanding of the subject dealt with and the action that is desired. The reports consist of the material that has been agreed on by the committee. They may be either oral or written. Written reports always should be signed by the chair and by all members of the committee, if practical. The chair of the committee presents the report. A copy should be given to the secretary of the council.

The information given in a report determines the way the report will be presented. If it contains information and recommendations as to action to be taken on the subject, the chair should move the adoption of the recommendations. These reports should be written. The members of the committee know about the recommendations and should stand behind their report. The council should give thoughtful consideration to the report. It may adopt, reject, or amend the recommendations or refer them back to the committee for further study. Each recommendation may be adopted separately.

If the subject is extremely important or involves another organization or individual outside the council, the committee may recommend resolutions to carry its suggestions into effect. The resolutions are written at the end of the report. The chair of the committee should move for their adoption.

Members of the council who vote for the adoption of the recommendations or resolutions should realize that they are obligating themselves to carry them out.

Committees present summaries of their accomplishments as progress reports and as annual reports. It is not necessary that a motion be made to accept these reports. Reports giving a number of accomplishments should be written.

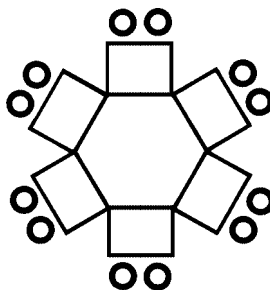
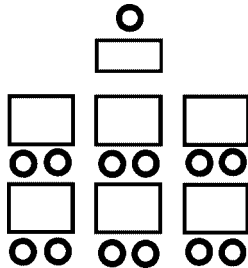
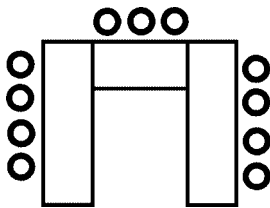
A committee that has been asked to collect information on a subject may present its findings with or without a motion as to action to be taken. The council may refer the matter to the committee a second time and ask it to recommend what should be done.

An example of a committee report form is found on page 34.

Handout 2

Physical Arrangements for Effective 4-H Council Meetings

Paying attention to physical arrangements can make the difference between a productive meeting and a meeting that members dread attending. Think about implementing the following tips for making meetings pleasant. Use these tips as a checklist when planning your council meetings.



1. Is there adequate space for each member to work?
2. Is the seating arrangement conducive to discussion? (Tables might be arranged in a U shape, in a circle, or in groups. There could be a podium for speakers but no speakers' table. Volunteers and guests should be part of the whole group.)
3. Is the temperature comfortable?
4. Is lighting adequate?
5. Is the room clean and free of clutter and distractions?
6. Is there adequate ventilation?
7. Is the meeting place accessible to everyone? Is there parking space and adequate rest room facilities? Are there facilities for any disabled persons who may be in your group?
8. Are needed materials on hand: pencils, paper, audiovisual equipment, extension cords, handouts, etc.?
9. If a meal is to be served, has adequate preparation been made to clear the tables swiftly and quietly?
10. Are soft drinks, water, or coffee available?
11. Is the meeting room free from distracting noises such as furnaces or air conditioners, nearby meetings, elevators, etc.?
12. Is the room arranged so that latecomers can come in and be seated in the rear of the room?
13. Is the meeting being held on the regularly scheduled date? If not, have adequate notices been sent out far enough in advance? (Meeting times should seldom be rescheduled. Changes are disruptive to the council and to individual members.)

Handout 3

Basic County 4-H Council Committees and Their Functions

Executive Committee

Composed of all of the elected officers and the immediate past president, with the county Extension agent serving as ex officio member, the executive committee has the following functions:

- To perform the essential council activities that must be acted upon between meetings of the membership.
- To formulate and recommend programs and activities to the members of the council for their consideration and approval.
- To identify and help formulate other committees necessary to further the purposes and functions of the council.
- To carry on such other business as may be delegated to it by the council membership.
- To formulate the agenda and have it printed for the meetings.
- To serve as liaison with other groups and to the total Extension council.
- To serve as a planning group.

The Budget Committee

The budget is a statement of the financial condition of the coming year based on information gathered from all other committees. It provides guidelines for the short-term future. The budget committee develops the budget in keeping with the purpose, philosophy, and long-term goals of the organization, sets appropriate objectives, and identifies steps to achieve them.

Since the budget establishes future expectations largely on past performance and present resources, it is provisional in nature. Unexpected circumstances such as changes in donors or expenses may affect the budget. This means that the budget must be flexible enough to reflect change without losing effectiveness in dealing with controllable events.

Specific functions of a budget committee on the county level are:

- To report the financial condition and financial results of the operations of the county council.
- To prepare a balance sheet.
- To prepare a regular statement of financial activities.
- To prepare a statement of changes in fund balances of the council.
- To prepare a statement of financial activities.
- To determine who should conduct an audit and execute it annually.

The Expansion and Review Committee

The 4-H program has thrived over the years because it has adapted programs and projects to keep pace with the changes that come about with time. This committee helps to see that the council keeps pace with these changes. This committee has the following functions:

- To develop a method for staying abreast of changes in the interests and needs of youth in the county.

- To develop a plan to involve as many youths and adults as possible in the county 4-H program.
- To develop a plan to involve all segments of the community in the 4-H program, giving every opportunity possible to youths and adults of both sexes and all ages, races, incomes, and physical abilities.
- To keep all members of the council aware of the changes that need to be made in the 4-H program as shown by the results of the above functions; to assist in carrying out the actions necessary to facilitate these changes.

The Public Relations or Marketing Committee

The functions of this committee are:

- To inform the public about 4-H through various media.
- To develop community support for the 4-H program.
- To get more youth and adults involved in the 4-H program.
- To ultimately increase membership in 4-H.
- To assist all other committees on the council with their public relations needs.

The Activity Committees

The activity committees can have many functions. In this training series, the term “activity committee” refers to any committee formed specifically to plan and execute events such as:

- Fairs.
- Animal shows.
- Demonstrations and speeches.
- Project workshops.
- Teen conferences.
- 4-H camp.

These committees are generally responsible for all details of the event—from obtaining judges and awards to writing thank-you letters and evaluating the event. The committees work closely with the Extension staff and often share some of the responsibilities with the staff, but the primary responsibility for the particular activity rests with the committee.

Youth Protection/Risk Management Committee

The YP/RM committee is responsible for screening and selecting the youth and adult volunteers serving the county's Extension program. The committee should consist of five or more people, representing 4-H, Agriculture, and Family and Consumer Sciences with representatives from law enforcement, education, clergy, and social services. For more information, see the state 4-H Web site.

Recognition Committee

The recognition committee is responsible for facilitating the awards and recognition process for youth and adults. This includes promoting awards and recognition opportunities, collecting award applications, selecting winners, and coordinating recognition events.

Optional Session

Executive Committee

Participants in this session should be members of a county 4-H council executive committee or other interested council members. This lesson shows participants the functions of the executive committee and demonstrates an effective executive committee meeting. It also introduces an agenda-planning process and shows a special function of the executive committee.

This scene shows a Fayette County 4-H council executive committee in the process of developing an agenda for the next 4-H council meeting. They are using a tool we will be discussing after viewing the scene.



(Time—7:51)

1. Why does Judy dread the June council meeting?
2. Why does Tom feel that it is important to set time limits on the committee reports?
3. How does the planning guide which Beth introduces, help committee members prepare for their next meeting?
4. From the agenda that you have seen this group plan, what part of their next council meeting is going to take most of the meeting time? Why?
5. What does this committee plan to do to prevent any of the committee reports from going on too long?

Give each participant a copy of this planning guide. Have the group plan the agenda for their next council meeting using this handout as a guide. Spend no more than 30 minutes on this activity. If necessary, the group may have to complete the agenda at another meeting.

After 30 minutes on this exercise, discuss with the group their suggestions for altering the planning guide to fit your county situation.

Scene 2 demonstrates another very important function of the executive committee: making committee assignments. This scene begins with a meeting already in progress.



(Time—4:45)

1. How does the committee in this video scene select persons to serve as committee chairs? (They know that, according to their constitution, the chairs must be council members. They already know the areas of interest or expertise of each council member. One point not made on the video is that the council membership analysis asks each council member to indicate interests or areas of expertise. These should be considered in making assignments.)
2. What are the standing committees of the 4-H council on the video? (The budget committee, the expansion and review committee, and the public relations committee.) What are the standing committees of your council?

Handout 1
The Agenda
Planning
Guide

Suggestion for
Introducing
Scene 2:
“Choosing
Committees and
Committee
Assignments”

Suggestion for
Introducing
Scene 1:
“Developing an
Agenda”

View Scene 1

Questions for
Group
Discussion

View Scene 2

Questions for
Group
Discussion

Handout 1

Agenda Planning Guide

Subject	Item Number	Who Reports	Material Given in Advance

Material Needed at Meetings	Special Equipment Needed	Difficult Situation/ Who to Help Solve It	Time Required

**Handout 2
County 4-H
Council
Committee
Appointments**

3. What other committees are currently functioning in your county 4-H council? Will any new ones be appointed this year? If so, what are they?
4. What could be an advantage to using noncouncil members as committee members?

Give each participant a copy of this handout and let them work as a group to fill out at least one of the committee appointment blocks. After they have selected a specific committee they want to work with, have them discuss the best qualified and most interested council member to serve as the chair. Then have them make suggestions for members (both council and noncouncil members) of that committee. Spend no more than 20 minutes on this exercise.

Next, ask the group to discuss the best way to ask the persons they have selected as committee chairs and members to serve. For example:

1. When recruiting the committee chair, don't ask for an immediate answer. Explain what the job will entail, provide a written description of the committee charge, if available, and allow the person some time to think about it before giving an answer.
2. Let both committee chairs and members know why the executive committee selected them to serve.
3. Be honest about the work load of the committee.

In this scene, the Fayette County 4-H council executive committee is getting together on very short notice to take care of some business that is too urgent to wait for a meeting of the entire council. Let's see how they handle business in a special called meeting.



**Suggestion for
Introducing
Scene 3: "The
Special Called
Meeting"**

View Scene 3

(Time—5:15)

1. Why was a special called meeting necessary?
2. Why did Tom make the decision to attend the meeting, even though he had other plans for the evening? (Discuss the matter of commitment to the success of the council.)
3. Do you think that this committee will accomplish its goal of being ready to open the concession stand before the fair begins? Why? (Commitment to the cause, interest on the part of this committee and other interested groups, such as the teen club and the fair board, the incentive of making some extra money for the council, and the enthusiasm for the project.)
4. Although Conrad does not seem supportive of the idea, why does he change his mind and vote in favor of getting the concession stand ready?
5. What are some reasons that your executive committee has held special called meetings? If you have never had a special called meeting, what are some reasons you can think of that might necessitate such a meeting?

In closing this optional session, review with the group the following functions of an executive committee (you may want to list these on a chalk board or a flip chart):

1. To perform the essential council activities that must be acted upon between meetings of the membership.
2. To formulate and recommend programs and activities to the members of the council for their consideration and approval.
3. To identify and help formulate other committees necessary to further the purposes and functions of the council.
4. To carry on such other business as may be delegated by the council membership.
5. To plan the agenda and have it printed for the meetings.

Discuss with the group their opinions of how well they function as an executive committee. What changes do they recommend for their committee to make it a more efficient, effective one that serves the entire council well?

**Questions for
Group
Discussion**

**Concluding
This Optional
Session**

Executive Committee

Handout 2

County 4-H Council Committee Appointments

A form such as the one below may be used to keep a record of the annual committee appointments. This form should be completed and duplicated for all members. Permanent copies may be kept as part of the official records by the secretary.

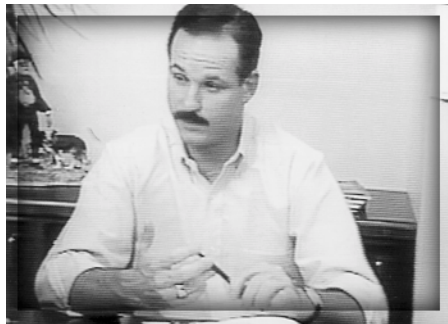
Committee	20	20	20
Budget	Chair: Members:		
Expansion & Review	Chair: Members:		
Public Relations	Chair: Members:		
Constitution	Chair: Members:		
Talk Meet	Chair: Members:		

Optional Session

Budget Committee

This optional session targets members of the 4-H council budget committee, the council president, and the 4-H agent but could also be helpful to other interested members. This lesson will help the budget committee develop a budget based on program priorities set by the entire council. At the conclusion of the lesson, participants should feel more comfortable with the techniques of budgeting, handling cash receipts and disbursements, and preparing a budget report for the entire council.

The budget committee members in this scene have been given the job of developing a budget for the new 4-H year. In the past, the budget committee of this council has always used the previous year's budget, revised a few figures, and submitted the revised budget as their report. Let's take a look at what this committee decides to do with their assignment.



(Time—5:53)

1. What was the basis for this budget committee's recommendations? (The program priorities that were set by the entire 4-H council; they did not base their decisions solely on the preceding year's budget.)
2. What other methods could they have used? (One possible answer: each of the committees could have turned in an individual budget to the budget committee to be compiled into one report.)

3. What method does your budget committee use in developing a budget?
4. Does your council have a list of program priorities or objectives on which your committee can base budget decisions? If not, do you think that such a list would help your committee in developing a budget?
5. After the committee on the video develops its budget, what do they intend to do with it? (They are going to present it to the entire council as a recommendation subject to approval.)
6. What is the best time of year to develop an annual budget? Why?
7. Discuss the following position description for a county 4-H council budget committee:

The budget committee's responsibility is to develop an annual budget based on program needs of the entire council's 4-H program. The budget should reflect program priorities set by the council and should be based upon realistic assessment of income and expenses. It is imperative that this committee work closely with the treasurer of the council.

Give each participant a copy of this sample budget. Explain that their council's budget could be more complicated or simpler than this one. Each program area listed could be broken down into separate expenses, but that is not really necessary. Have copies of some budgets from recent years from your county. Do those budgets reflect program priorities?

Point out that although it is important to have sufficient income to match the expenditures, it is also important not to underestimate the council's income-producing capabilities. If expenditures exceed the estimated income, discuss the possibility of additional activities to increase income. Often, councils are more enthusiastic and adept about raising money for a particular project or

Suggestion for Introducing Scene 1: "Developing a Budget"

View Scene 1

Questions for Group Discussion

**Handout 1
Sample
County 4-H
Council
Budget**

Suggestion for Introducing Scene 2: “Getting the Books in Order”

activity than for either saving or raising money for no particular purpose.

After discussing the previous questions for no more than 40 minutes, move on to Scene 2.

There are many ways to handle cash receipts and disbursements. This scene shows a budget committee discussing its methods and establishing policies for examining and auditing its financial records.



(Time—9:00)

1. Why does Ruth show some reluctance in accepting the possibility of using different methods of handling money?
2. What does John do for a living, and why is he visiting with the Foster County 4-H council budget committee?
3. When Ruth asks John about an audit, what is his recommendation?

At this time, go over the objectives listed on the handout and ask all participants to answer the questions. This exercise should take about 20 to 30 minutes. When most of the participants have answered the questions, discuss each briefly. Although not all of the questions may apply to the way your committee or your budget is organized, most of them are common-sense procedures that could prevent mishandling of funds and could make the management of your money much easier. How does your committee “score”?

Now that we have discussed budgeting based on program priorities, preparing a county budget, and handling cash, we’re going to view the same committee as they prepare a recommendation to present at the next council meeting.



(Time—3:45)

1. What is included in this committee’s report? (The balance or budget sheet and a completed committee report form that includes their recommendation to conduct some type of fund-raising activity to meet their estimated expenditures.)
2. Who do you think is responsible for fund raising for the Foster County 4-H Council? (Newly appointed fund-raising committee and all members of the council; not necessarily a part of the budget committee’s responsibilities although they may be involved.)
3. How is fund raising handled by your 4-H council? Who is responsible for raising money? Are you satisfied with the amount of money your council has to work with? Could you use more? (The recommendations of the budget committee should indicate the need for continued or increased money-making projects.)
4. Why should no one on the council be surprised by the Foster County budget committee’s budget recommendation? (Each member of the budget committee has talked to other council members to get their ideas, and they based their budget decision on program priorities already discussed and approved by the entire council.)
5. Who has final responsibility to approve the budget? (The entire council must approve the budget submitted by the budget committee.)

Give each participant a copy of this form. It can be used by any committee on the council to make a report to the entire council. The secretary of the council also needs copies to complete the minutes of each meeting. These

View Scene 3

Questions for Group Discussion

Handout 3 Committee Report Form

View Scene 2

Questions for Group Discussion

Handout 2 Recommendations for Handling Cash Disbursements and Receipts

Suggestion for Introducing Scene 3: “Preparing a Recommendation for the Entire Council”

completed report forms become permanent records of each year's council proceedings.

Spend the remaining time discussing the status of your budget committee, including the following items:

1. Developing more effective cash-handling procedures.
2. Developing a budget based on program priorities.
3. Keeping the council informed on matters related to budget.

Discuss with the group their opinion of how well they function as a budget committee. What changes do they recommend to make them a more efficient, effective committee that serves the entire council well? How do they intend to make those changes?

**Concluding
This Optional
Lesson**

Budget Committee

Handout 1

Sample County 4-H Council Budget

Estimated Income

Program book advertising sales	\$5,350.00
Carry-over from previous year	1,850.00
Light bulb sales	1,600.00
Fair concessions	3,500.00
Donors (cash)	2,500.00
Interest on savings account	50.00
Miscellaneous camp registrations	15,000.00
	\$30,000.00

Estimated Expenditures

Camp expenses	18,000.00
Program book printing	2,500.00
Poster contest	250.00
Volunteer recognition banquet	1,000.00
Meals and travel expense for area council representatives	500.00
Dues to area council	50.00
Speech program-banquet and awards	750.00
Talent show	100.00
Talent transportation to fair	100.00
Demonstration camp fee (\$10 scholarship awards)	70.00
Southern Region 4-H Volunteer Forum (two delegates)	400.00
Supplies for council picnic	50.00
Issues Conference (maximum of \$75 per member)	450.00
Delegates to Kentucky 4-H Senior Conference	350.00
State Fashion Revue delegate	50.00
4-H Week promotion	250.00
Area achievement banquet	250.00
Kentucky Volunteer Forum sponsor	1,000.00
Miscellaneous (postage, officer pins, etc.)	250.00
Fair concession supplies	1,700.00
Concession supplies	850.00
Light bulb purchases	800.00
	\$29,720.00

Handout 2

Recommended Procedures Regarding Cash Disbursements & Receipts

Objectives of Cash Disbursement Procedures

1. To assure that disbursements are justified, are properly supported by evidence, and that value has been received.
2. To assure that disbursements were made only with proper authority.
3. To assure that the proper entries were made on the pertinent accounting records.

Ideal Conditions

1. A receipt is to be given for all cash and checks received. One copy is to be given to the contributor and one copy kept on file.
2. Money received in the Extension office should be turned over to the treasurer for deposit. A transmittal sheet should be signed/initiated when money is transferred.
3. All disbursements (other than petty cash, if used) are made by check.
4. No checks are made payable to cash.
5. Checks are not to be pre-signed (other information left blank) and left at the Extension office.
6. Agents are not to have check signing authority.
7. All disbursements are properly substantiated. Treasurer should not pay for any goods or services without a bill or receipt in his or her possession.
8. All such supporting documents are canceled in a manner that assures they cannot be reused. Write on the bill or receipt "paid" and the date and number of the check used in payment.
9. Monthly bank reconciliations are made by someone other than the person writing the checks or recording disbursements.
10. Petty cash funds (if used) are maintained on a loan basis with the same standard for documenting evidence as for other disbursements.

Questions to Answer about Your Council's Checking Procedures

1. Are all cash disbursements, except those from petty cash, made by check?
2. Are printed, prenumbered checks used and properly controlled?
3. Are voided checks properly mutilated and held for inspection?
4. Is the signing of checks in advance prohibited?
5. Are checks presented for signature (or bills presented for payment) accompanied by approved invoices and evidence of receipt and acceptance of goods and services?
6. Does the 4-H Council authorize all bank accounts and check signers?
7. Do the signers of checks make adequate investigation before affixing their signatures?
8. Are the signers of checks required to be bonded?
9. Do procedures provide for immediate bank notification when a check signer leaves the service of the council?
10. Is the supply of blank checks adequately controlled?
11. Are checks prepared by a person other than the one who authorizes the payment?
12. Is there a firm procedure establishing conditions under which cash disbursements are made?
13. Are all paid invoices stamped or adequately marked to prevent their reuse?
14. Are vouchers prepared for all expenditures?
15. Are bank accounts reconciled by a person who does not sign checks or handle or record cash?
16. Are bank statements delivered unopened directly to the reconciler?
17. Is the sequence of check numbers accounted for when reconciling the bank accounts?
18. Are endorsements on canceled checks examined carefully, incidental to the reconciliation of the bank account?

19. Are paid checks scrutinized for suspicious and irregular features?
20. Is there a large bank balance that is not needed in the day-to-day working fund? Is it kept in a separate account requiring the signature of an official to make a withdrawal? Is a reasonable rate of interest being received on the account? Is the account insured and/or supported by sufficient collateral?
21. Is there adequate control over postage purchased and used?

Petty Cash Procedures

1. Is the responsibility for the fund vested in one person only and properly safeguarded?
2. Are petty cash vouchers prepared and signed by the person receiving the cash?
3. Are the vouchers and attachments marked or stamped to preclude their reuse?
4. Are advances made to employees and volunteers properly controlled and approved?
5. Are petty cash funds restricted to expenditures of a petty nature not exceeding a certain fixed amount?
6. Are there surprise audits of the fund?
7. Are reimbursements made payable to the fund custodian, and are they deposited immediately?

Evaluation of Cash Disbursement Procedures

Comment on your council's cash disbursing procedures. Are they good, bad, or mixed?

Objectives of Cash Receipts

1. To assure that all cash due to the 4-H council is actually received.
2. To assure that the proper entries have been made on the pertinent accounting records.
3. To assure that all cash receipts were appropriately deposited or otherwise adequately safeguarded.

Ideal Conditions

1. Cash-receiving activities are centralized in as few hands as possible.
2. The receipt of cash can be proved by other records.
3. Persons receiving cash have no access to accounting records. Incoming money is controlled by persons other than those having access to cash or the accounting records.
4. The volunteer first receiving any money should document the source and amount of money received.
5. All checks are made or endorsed payable to the 4-H council.

6. The 4-H council's banks have been instructed not to cash unauthorized individuals checks made payable to the 4-H council.
7. All cash receipts are deposited intact or otherwise safeguarded until deposited.

Questions to Answer about Your Council's Cash Receipt Procedures

1. Are cash receipts recorded in a satisfactory manner by the individual designated to receive cash?
2. Are printed prenumbered receipt forms used and properly accounted for?
3. Are the cash receipts listed by the person who receives the money?
4. Is such a list, if any, effectively used as a check against deposits?
5. Is a restrictive endorsement placed on incoming checks as soon as received?
6. Are all checks made or endorsed payable to the 4-H council?
7. Are duplicate copies maintained of receipts given to individuals who turn over cash?
9. Is responsibility for cash receipts fixed from the time they are received until they are sent to the bank?
9. Are cash overages or shortages, if any, recorded on the books?
10. Are cash receipts great enough to warrant that the treasurer be bonded? If so, does the treasurer have adequate coverage?
11. Are revenues adequately controlled in such a manner that their nonreceipt would be noted and investigated?
12. Are volunteers prohibited from using cash receipts to make cash disbursements?
13. Are cash receipts normally deposited intact and without delay?
14. Are adequate physical facilities provided for safeguarding cash in the possession of individuals authorized to handle cash?
15. Are safe combinations and keys to cash boxes or files restricted to a minimum number of persons?
16. Are bank deposits certified by means of a duplicate deposit slip or entry in a passbook?
17. Are checks returned by the bank for insufficient funds controlled and a follow-up maintained?

Evaluation of Cash Receipt Procedures

Are your procedures for cash receipts good, bad, or mixed?

Why?

Committee Report Form

Category of Report:

Special event or activity _____

General report or update _____

Members Contributing:

_____	_____
_____	_____
_____	_____

Short summary of methods used by the committee, what the committee did, facts uncovered, and information obtained:

1. If the committee was appointed to investigate or study, provide a summary of the information gathered.
2. If the committee was appointed to take action, provide a short summary of the work accomplished.
3. If the committee was appointed to make recommendations, provide a statement of the recommendation followed by the resolution or motion proposed to implement the recommendation. (If the resolutions or recommendations are contained within the body of the report, summarize them at the end of the report.)

Signatures of all committee members who agree with this report:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Optional Session

Expansion & Review Committee

This lesson will help the county expansion and review committee understand its function as a standing committee of the 4-H council. Participants will see the importance of analyzing its membership in light of the makeup of the county population and how to recruit volunteers from audiences not currently being reached by 4-H.

This option is primarily for members of the county expansion and review committee, the council president, and the county 4-H agent but would also be helpful to other interested council members.

In this scene we will be viewing a county expansion and review committee at their first committee meeting. They are trying to get an idea of what their function is and are looking for ways to get an accurate picture of their county population.



(Time—7:00)

1. What is the first step that the committee decides to take in order to get a picture of the county's population?
2. What is the main function of the committee?
3. Why does the committee seek members of 4-H from all geographic parts of the county and all different demographic segments of the population?

4. Where is the best place for your county 4-H expansion and review committee to start? How much has your committee done in the past to make sure that all population groups are represented on your council and in your 4-H program?

For this session, you will need to be prepared in advance with the following support materials:

1. *Your county's most current E.S. 237 form.* (This is a statistical report of all youth and volunteers in your county who participate in 4-H. It is available from your county Extension office.)

Distribute copies of this document to the group. Give them 10 to 20 minutes to look over the report. Using a flip chart or a chalk board, have one member of the group list observations noted by the group, such as surprising statistics about teen involvement, school club programs, camp programs, income group participation, etc.

2. *County population statistics.* (Any current population statistics giving breakdowns by age, sex, race, income, etc., especially for youths 9 to 19, will be helpful. These statistics can be found in your public library, your school system, or the rural sociology department of your land-grant university.)

Distribute the information you have been able to find about your county population. Compare the statistics in this information to the E.S.237. Does the group see any areas of the community (geographic, race, income, disability, age) that are missing or underrepresented in the 4-H program? If you do not have enough information about your county population, delegate several persons on your committee to search the

**Suggestion for
Introducing
Scene 1:
"Getting the
Whole Picture"**

View Scene 1

**Questions for
Group
Discussion**

Suggestion for Introducing Scene 2: “Finding a Cure”

library, the school system, or the university.

After discussing these statistics for 20 to 30 minutes, move on to Scene 2.

This scene shows a subcommittee of the expansion and review committee as they are thinking of a way to involve more low-income youth in the county 4-H program. As you watch this scene, think about how you, as a committee member, would have handled this brainstorming session.



(Time—5:04)

View Scene 2

Questions for Group Discussion

1. What groups are represented on this subcommittee? (Adults and teens; possibly high, middle and low income.)
2. How did Cherry find out about her day-camp idea?
3. How many members of your committee have attended 4-H volunteer workshops or forums on a state, regional, or national basis? How can workshops on this level help members of an expansion and review committee? (New ideas from other parts of the state and country can be a refreshing change of pace for your county.)
4. How many teens will be involved in this project?
5. Who will approve this subcommittee's recommendation before it is implemented? (The expansion and review committee, then the 4-H council.)
6. From the areas of weakness you noted in your own county 4-H population, what steps could your committee begin to take to correct them?

After discussing the above questions for another 20 to 30 minutes, move on to Scene 3.

Have you ever tried to do something that you weren't sure was going to work? In this scene, the chair of the expansion and review committee is doing just that. Let's see if she is successful.



(Time—5:22)

Suggestion for Introducing Scene 3: “Just Try Asking!”

View Scene 3

Questions for Group Discussion

1. How did Ann find Mrs. Arnold? How else could she have gone about finding new people to serve on her committee?
2. How did Ann approach Mrs. Arnold?
3. Why had Mrs. Arnold and her family never been involved in 4-H?
4. What is Mrs. Arnold's idea for getting the children in her neighborhood involved in 4-H? Do you think it will work?
5. Why does Mrs. Arnold agree to serve on the expansion and review committee?

After discussing these questions as a group, analyze your own expansion and review committee. Are there persons who represent all of the facets of the county? If not, help the group to come up with a list of potential committee members who can help represent the entire county. Keep in mind, however, that you don't want the committee to get too big to be practical; six to nine members is plenty for this type of committee.

Spend the remaining time of this session discussing the function that this committee wants to perform for the county 4-H program. If the expansion and review committee hasn't been functioning well (or at all!) for several years,

Concluding This Optional Session

you may have a big job ahead. If previous committees have done a good job, then your job is to take a look at this year's trends and make sure that the 4-H program is making all reasonable efforts to meet the needs of the entire county. Future meetings of the committee should be planned at this time, and each participant should be given an assignment or a subcommittee to serve on to accomplish:

1. Getting an accurate picture of the county population.
2. Getting an accurate picture of the 4-H program.
3. Identifying segments of the population and areas of the county that are weak in 4-H participation.
4. Recommending programs and activities to reach these young people.

Optional Session

Public Relations Committee

This lesson shows participants the functions of the public relations committee. It also provides an example of a committee formulating an annual calendar of activities to help in publicizing its county 4-H program. Participants will see both good and bad examples of public relations and the role that all council members perform in this effort. They will then discuss their own council's public relations needs. The option is primarily for members of the public relations committee, but other council members may find it to be very helpful.

Many organizations tend to concentrate on the publicity side of public relations. They cannot understand why their publicity looks great, but their public relations are poor. In the scene we are about to see, there are some examples of public relations. Would any of these be something that might happen in our county?



(Time—5:40)

1. What does the conversation between the county Extension office secretary and Roberta Day have to do with public relations?
2. What should you, as a public relations committee, do if the Extension staff needs help or training with public relations?

3. Jessica Swartz is an active and valuable 4-H volunteer; however, in her phone conversation with Mrs. Day, she does not project a good image of 4-H in the county. Why?
4. What is the image of 4-H in your county?
5. What kind of public relations does Jack project as he attempts to solicit a donation for 4-H? What is he doing wrong?
6. How can a public relations committee help in a fund-raising project like the one Jack is working on?
7. The posters and flyers shown at the end of this scene were easy to make and certainly contained a message. What kind of a message would they send to the public about the county 4-H program? What about items such as these in your county? What kind of message are you sending to your public?

After discussing these questions with your group, pull out some examples of brochures, flyers, bulletins, etc. that have been used to publicize 4-H events or activities in your county. Have the group discuss their appearance. Does this committee get involved in the creation of these materials, or does the Extension office do it all?

Discuss the fact that the cost of all of these materials, plus the cost of radio, television, and newspaper publicity, goes into the development of a budget for this committee. Discuss the possibility of having these items donated to the program before preparing your budget. (Don't be afraid, however, to spend a little money to publicize your program; just be sure that it is spent in the most effective way to reach the most people with a positive message about 4-H.)

**Suggestion for
Introducing
Scene 1:
“Public
Relations: The
Total County
Picture”**

View Scene 1

**Questions for
Group
Discussion**

Discuss some of the following things before preparing a budget:

1. The need for printed materials and radio/television/newspaper publicity for the coming year.
2. The rates for media coverage (even if usual coverage is free, you might want to purchase something extra special once a year).
3. Supplies not available from the Extension office that the council will have to purchase.
4. Items from the National 4-H Supply Catalog that can help promote 4-H.

Before your committee can formulate an annual budget, it must have a firm plan for the items above. The best way to do that is to develop a public relations calendar, as demonstrated in the next scene.

A starting point for all public relations committees is to develop an annual calendar of public relations and publicity needs. In this scene, we will see a committee meeting where this is taking place.



(Time—8:50)

1. What role does Will, the chair of the public relations committee, play in the development of the calendar?
2. What does the group think of Will's idea of a public relations workshop for all of the council members? How could this type of training session help volunteers like Jack, whom you saw in Scene 1 attempting to solicit donations from the restaurant manager?

3. How could your committee coordinate a training session for the council? Who could you get to help teach? (Local radio, television, and newspaper professionals; county, area, and state Extension personnel; members of your own committee; consultants; industry public relations persons.)
4. How is the public relations committee on the tape you saw going to divide all of the work they have discussed? How are they going to involve more volunteers than the four persons serving on the committee?

After discussing the above questions, spend the next few minutes discussing the development of a public relations calendar for your own committee's use.

This blank calendar can be used by the county public relations committee to develop an annual plan of committee activities. Your group may want to modify it to better fit your county's needs. Although there will not be enough time in this training session to develop the calendar, have the participants take a look at it and set a time to have a work session.

Although the persons shown in this next scene are not necessarily members of a county public relations committee, they are key individuals to your committee. As we watch this volunteer working with a local businessman, think about how our committee can find the right person to do this kind of job for our county 4-H program.



(Time—6:00)

Handout
Annual 4-H
Public
Relations
Calendar

Suggestion for
Introducing
Scene 3:
"Making a
Good Impres-
sion"

View Scene 3

Suggestion for
Introducing
Scene 2:
"Developing a
Public
Relations
Calendar"

View Scene 2

Questions for
Group
Discussion

**Questions
for Group
Discussion**

1. What did Lyn accomplish in this scene? (A successful solicitation, made donor feel good about the donation, demonstrated personal belief in worth of 4-H, educated donor, projected positive image of 4-H to business community, etc.)
2. Discuss the following methods that influenced Lyn's solicitation technique:
 - Got right to the point.
 - Shared the fact that his own company supports the project.
 - Suggested alternative ways to contribute.
 - Asked for a positive endorsement of the CEO (Chief Executive Officer).
 - Left quality materials with the prospective donor to further explain the details of the project.
 - Thanked the potential donor for his time and was prepared to follow up with a letter or a phone call.
3. What does this scene have to do with the functions of a public relations committee?
4. Has your county identified persons such as Lyn who can work with the business sector of your community to encourage support of 4-H? If so, who are they? If not, how can your public relations committee help to find such persons?

5. Do you think that it is important for businessmen or women such as Lyn or Charlie to be 4-H club, project, or activity leaders, working directly with the youths? Can persons who do not work directly with youths (or don't feel comfortable with that role) be helpful to the 4-H program in your county? How?

In this session, participants have seen both good and bad examples of publicity and public relations, and they have seen a public relations committee developing an annual calendar. Before ending this session, participants should have plans to:

1. Develop their own annual public relations calendar.
2. Develop a public relations and publicity budget.
3. Think about conducting a public relations training session for members of the council.
4. Make a list of persons in the community who can help project a positive image of 4-H through fund raising, working with the business sector of your community, or in other ways.
5. Involve other council members, leaders, and parents in helping with public relations and publicity for 4-H projects and activities.

**Concluding
this Optional
Session**

Public Relations Committee

Handout

Annual 4-H Public Relations Calendar

Month	Major County Activities	Planned Promotions
January		
February		
March		
April		
May		
June		
July		
August		
September		
October		
November		
December		

Optional Session

Activity Committees

This lesson is applicable to all committees having a specific activity or project to accomplish. Some examples of an activity committee include:

1. Talk Meet Committee.
2. Demonstrations Committee.
3. Variety Show Committee.
4. Animal Show Committee.
5. Fund-Raising Committee.
6. County Fair Committee.
7. Fashion Review Committee.
8. 4-H Camp Committee.
9. 4-H Breads Committee.

Although all of these committees have different functions, they all have the same type of role—to organize an event completely and successfully. Remembering all of the details that it takes to run an activity successfully is not easy, but there are several points made in this lesson that can help. Agents and council members not serving on a committee may also benefit.

The committee in this scene is planning the county 4-H talk meet. There are many details in planning this type of event; let's see how well they do.



(Time—4:50)

1. How many persons are serving on this committee? Does it seem to be enough to get their work done properly?

2. How many months ahead did they start planning for the talk meet? How far ahead do your committees start planning?
3. Discuss the video committee's system of rotation. Why is it important to have new and experienced persons on activity committees such as this?
4. How does Howard, the chair of the committee, delegate the detail work?
5. What change is the committee considering that stimulates discussion? Have you ever served on a committee with members who are unwilling to consider a change? What is the best way to handle this situation?
6. Why is it important for the chair of the committee to keep in touch with each of the committee members?
7. Whose responsibility is it to report back to the council about the plans for the talk meet?
8. How is the committee planning to evaluate the talk meet this year? What is the difference in the evaluation they did last year? Why?

After discussing the questions above for about 30 minutes, distribute the following handout to the group for their discussion and use.

This handout is a very simple way to record the actions that each person on a committee is supposed to take and to make sure that everyone on the committee understands his or her job. You may want to revise it for your committee's use.

**Handout
Committee
Task Sheet**

**Suggestion for
Introducing
Scene 1:
“The Planning
Stages”**

View Scene 1

**Questions
for Group
Discussion**

**Suggestion for
Introducing
Scene 2:
“Evaluating the
Activity”**

This scene shows the same committee meeting after their event has taken place. They discuss several aspects of the event and the response of the participants and the parents to how the event was organized and judged.



View Scene 2

**Questions
for Group
Discussion**

(Time—5:34)

1. What particular items did the committee discuss in relation to the talk meet? Are these appropriate items for discussion?
2. The committee conducts a verbal evaluation of the event. What other effective method could they have selected? Would a written evaluation prepared before the event for the participants and judges have worked better? Why or why not?
3. How soon after the talk meet is this committee getting together to evaluate the event? Why is timing important?
4. Many 4-H events require the use of judges. How did the committee handle the situation in which some of the participants were not pleased with the results of the judging? How do your committees handle similar situations?
5. Why does Valerie feel more comfortable about planning next year's talk meet?
6. What are Howard's responsibilities, as committee chair, to "wrap up" the talk meet for this year?

Discuss these questions for 30 minutes. Then have one of the participants, with the help of others in the room, make a list of all of the committees that fall into the category of "activity" committee on your council. (See introduction to this session for a starting list; your council may have fewer or more than those listed.)

Now discuss as a group how each of these committees is functioning, including the following points for each committee:

1. Does this committee have a chair? If yes, how long has this person served in the position? If more than three years, is it time to consider a change?
2. Are there at least three persons serving on the committee, with at least one of them being a member of the 4-H council?
3. Within the past three years, has this committee had an adequate representation of all groups that the committee should be concerned with (adults and teens, different racial and geographical groups, and persons of different income levels)?
4. Has the committee evaluated its assigned activity or event every year and conducted an in-depth evaluation (written responses from participants) within at least the past four years?
5. Have any new council members been asked to serve on this committee?

The answers to these questions should determine the direction for organizing or reorganizing the activity committees on your council. Many times the answer to problems with activity committees is to get new council members involved and to keep a rotation system going so that there are always new as well as experienced members serving on the committee.

Use remaining time discussing what your council needs to do to establish or continue a functioning, effective cluster of activity committees.

**Concluding
This Optional
Lesson**

Activity Committee

Handout

Committee Task Sheet

Event _____ Date & Time _____ Location _____

Tasks to Be Done	Person Responsible	Assisted By	Date to Be Completed

Optional Session

Youth Protection/Risk Management Committee

Committee Responsibilities

It is strongly recommended that each county 4-H council appoint a youth protection/risk management committee. This is a standing committee and should be composed of at least three to five volunteers, plus the Extension agent. The chair of the committee must also be a member of the county 4-H council. It is suggested that representatives from Extension Homemakers and Master Gardeners (if applicable) be included as members of this committee.

The function of this committee is to ensure that the Youth Protection/Risk Management Standards have been fulfilled. It is the responsibility of the Extension staff to provide new and prospective volunteers with an application and position description, obtain reference information, and submit the individual's name and social security number to the Office of the Courts in Frankfort, Kentucky, for a background check. When these processes have been completed, the file of each prospective volunteer, containing the completed application, references, position description, and background check, is forwarded to the youth protection/risk management committee for evaluation. The committee's role is to interview the applicants, determine their suitability for the volunteer role for which application

has been made, and determine whether this applicant will be accepted as a volunteer.

The recommendation of this committee is then presented to the 4-H council for adoption.

This lesson is designed to acquaint members of the YP/RM committee with their duties and functions.

(For more Extension information about the structure and function of this committee, go to the state 4-H Web site and download the PowerPoint Presentation.)

Begin with the title slide and by asking the following questions.

1. What is youth protection?
2. What is risk management?
3. How are youth protection and risk management different?
4. Why should volunteers be screened?
5. What steps are involved in volunteer screening?

(Show PowerPoint Presentation)

1. Why is it important to include representatives for all CES programs on the YP/RM Committee?
2. How can volunteer screening contribute to our county's 4-H program?

Suggestions for Introducing the PowerPoint Presentation

View PowerPoint Presentation
Questions for Group Discussion

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