

## MATERIALS

1. For the Building a Human Model of Extension activity you will need 3x5 index cards printed with the name of the individual or organization on one side and role of that individual/organization on the other side. See the instructions.
2. Three large posters: one printed with the words, National: USDA; one with State: Land Grant University; and one with County
3. Ball of string or yarn
4. Markers
5. Tape or sticky wall (sticky wall is made with large paper such as newsprint or bulletin board paper attached to a wall)
6. A can of 3M spray mount to attach paper to sticky wall
7. Large television or LCD projector and screen to show video
8. Video: 4-H Centennial: A USDA Partner
9. Copies of Appendix, Lesson 3 handouts if participants are not receiving 4-H 101 curriculum

## OBJECTIVES

1. To help participants understand the organizational structure that supports 4-H
2. To demonstrate the national, state and local partnerships that make up the Cooperative Extension system

## TIME

1 hour

# LESSON 3

## The Organizational Structure and History of 4-H

4-H PRKC: Organizational Systems (domain): Knowledge of the Organization (topic)

### INSTRUCTIONS FOR BUILDING A HUMAN MODEL OF EXTENSION ACTIVITY

1. Note: If you are working with a smaller group, this activity can be adapted by giving each individual two or more cards. Then, instead of “building” the human model of Extension, you can build an organizational-type chart on a sticky wall depicting the relationship of the partnering organizations.
2. Make three large posters printed with 1) National: USDA; 2) State: Land Grant University; 3) County.
3. Print the names of the following organizations on 3x5 index cards with their roles on the reverse side of the cards:

#### NATIONAL

##### **U.S. Department of Agriculture**

Reverse: Congressionally approved home of the federal department in which 4-H resides

##### **Secretary of Agriculture**

Reverse: Assumes office through a political appointment by the President and is responsible for the operation of many agencies within USDA

##### **Administrator/National Institute of Food and Agriculture**

Reverse: Administrator of one of the many agencies within USDA

##### **Deputy Administrator Families, 4-H and Nutrition, 4-H National Headquarters**

Reverse: Provides administrative leadership in policies, procedures, curricula development, research, evaluation and grants

##### **Director Youth Development**

Reverse: Administrator for National 4-H program

##### **National Program Leaders**

Reverse: Responsible for providing 4-H youth development program leadership and financial assistance through grants to land-grant universities

##### **National 4-H Council**

Reverse: Private sector non-profit partner of 4-H and the Cooperative Extension System; focuses on fund-raising, brand management, communications, and legal and fiduciary support for national and state 4-H programs

## **STATE**

### **Land Grant University**

Reverse: 106 state partner institutions

### **University President**

Reverse: Serves as administrator of the land-grant university

### **Director of Cooperative Extension Service**

Reverse: Administers CES which is responsible for outreach and bringing knowledge and research generated at the university to state-wide audiences to address the local needs of citizens in communities

### **State 4-H Leaders**

Reverse: Administers and provides program leadership for the 4-H youth development program which is responsible for applying the knowledge and research related to the growth and development of youth to community youth development efforts across the state

### **4-H Youth Development Specialists**

Reverse: Responsible for translating research to application and supporting county staff through teaching, assisting in grant preparation and developing curricula and support materials

### **Area/Regional Extension Director**

Reverse: Supervises programs and staff for multiple counties

## **COUNTY**

### **County Cooperative Extension System**

Reverse: Provides local delivery of all Extension programming to counties

### **County Agents/Educators**

Reverse: Responsible for coordinating the needs of the county with state and county supported extension programming. They typically serve as a team consisting of Agriculture, Family Consumer Sciences and 4-H Youth Development Educators.

### **County 4-H Youth Development Agent/Educator and Program Assistants**

Reverse: Responsible for the delivery of all aspects of the county 4-H Youth Development Program. They work with volunteers, parents, schools and community organizations to provide opportunities for youth to master life skills.

### **4-H Volunteer Leaders**

Reverse: 600,000 adult or older youth volunteers who serve as club leaders, project leaders, camp counselors, etc. They also work with other volunteers serving as trainers and mentors. Volunteers are the direct delivery personnel for 4-H.

## WHAT TO DO

Give each participant one or more index card as needed printed with the names of all national, state and county Extension partners. The objective is to build a human model of the relationship between USDA, Extension and 4-H. To begin building your model, start with USDA. As each position is introduced bring the holder of the card describing that position forward to connect with the previous position. As each person comes forward, ask them to read the description of that role from the back of their card. Use a large ball of yarn or string to connect each person to the person before. You will have a woven human network when the exercise is complete. Everyone should be connected with yarn to at least one other person. If space allows, have the USDA person stand at the front of the room facing the group and then place everyone else in front of this individual. This exercise can also be done in a line with the USDA individual at the beginning of the line.

Ask this person to display the poster printed with National: USDA and to stand at the front of the room and read the back of their 3x5 index card explaining their role.

## WHAT TO SAY

4-H is part of a larger organizational structure called the Cooperative Extension System. The Cooperative Extension System is named because of its unique cooperative relationship between national, state and county governments. It is funded at various levels by all three entities. As you can imagine, this is a very complicated structure. Today, however, we are going to build a human model of the basic elements of that structure in order to understand 4-H and its supporting organizations better. We will begin at the national level.

Who has the USDA card? Please join me here and read your role.

Who has the U.S. Secretary of Agriculture card? Please stand in front of USDA. Will you read your role on the back of your card?

## WHAT TO DO

Help participants connect to one another with the yarn as you bring them to the front of the room. Continue to build the organizational model.

Ask this person to display the poster printed with State: Land Grant University. Position him/her in front of the National USDA group.

## WHAT TO SAY

Who has the Administrator of NIFA card? Please come forward and connect with the Secretary of Agriculture and read your role.

Who has the Deputy Administrator for Families, 4-H and Nutrition card? Will you connect to the NIFA Administrator and read your role?

Families, 4-H and Nutrition has two units. One of these is Family & Consumer Sciences and Nutrition. The other is the 4-H National Headquarters. Will the person holding the 4-H National Headquarters card please connect to the Deputy Administrator of Families, 4-H and Nutrition and read your role?

Who has the Director of Youth Development card? Please come forward and connect to the 4-H National Headquarters.

Will the person holding the National Program Leaders card connect with the Director of Youth Development and will you read your card?

We have just built a very simplified version of the national structure that supports 4-H throughout the U.S. Now, let's look at the state partners in the Cooperative Extension system. Will the person holding the Land Grant University card come forward and read your card to us?

In 1862, the Morrill Act provided land and partial funding for the development of a university in every U.S. state that would make higher education accessible to the people of that state. These institutions typically began as agricultural colleges. In 1890, the second Morrill Act added 17 historically black colleges to the land grant university system. In 1994, the Equity in Education Land Grant Status Act added 20 tribal colleges to the land grant university system.

## WHAT TO DO

Ask this person to display the poster printed with County and position him/her in front of the state group.

## WHAT TO SAY

Will the person holding the University President card come forward and read your role?

As you learned in lesson 1, in 1914, the Smith-Lever Act established the Cooperative Extension Service, which is a part of every land-grant university. Will the person holding the Director of Cooperative Extension card connect to the University Presidents and please read your role?

Cooperative Extension is made up of individuals representing many departments on campuses.

State Extension structures vary across states. The individual who administers the youth development program is often referred to as the State 4-H Leader.

Will the State 4-H Leader connect to the Director of Extension and please read your role?

Will the State Extension 4-H Youth Development Specialists connect to the State 4-H Leader and read your role?

Some states group counties together and have area or regional directors who report to the Extension Director. Will the area/regional director come forward and read your role?

Cooperative Extension faculty, sometimes but not always hold faculty rank and may be part of an academic department that supports their field of expertise. The number of Extension faculty who work in the 4-H department varies by state and available funding.

We have built an outline of the structure of the national and state segments of Cooperative Extension. The final segment is the county. Will the person holding the County Cooperative Extension System card stand in front of the state group and read your role?

## WHAT TO DO

Remember to keep connecting individuals with the string or yarn.

Collect the index cards and have the group return to their seats.

Ask the following questions, allowing 10-15 minutes for group discussion.

When all the questions have been addressed, mix up the cards and again distribute them to participants.

Provide help re-forming the organizational structure on the wall only when needed.

Show the 4-H Centennial video

## WHAT TO SAY

It is at this level that we find the most differences between states, particularly related to funding.

Will the persons holding the County Agents/Educators and the County 4-H Agent/Educator and Program Assistants cards connect with the County Cooperative Extension System and read your roles?

Finally, we come to the 4-H volunteer leaders. Will the volunteer leader come forward and connect to the county 4-H agent and read your role?

Take note of the way the national, state, and county Extension roles are connected. Identify where you fit into this organization.

What new information did you gain from this exercise about the structure of Extension?

How will this knowledge of 4-H and its partnering organizations help you in starting a 4-H club and your work with young people?

Now, let's see how much you remember about this human model of Extension and its partners. I'm going to mix these cards and hand them out again. I want you to reform the network and put your cards in their correct order on the wall.

Now you have a better understanding of how Extension is structured. I would like you to watch a video that gives an historical perspective to this structure.