



UK



University of Kentucky Volunteer Administration Academy

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Introduction & Background

- ✿ One of the most frequent “evaluative” questions posed to Extension & Leadership Educators is “How many volunteer leaders do we have and how many hours did they give us?”
- ✿ Documentation often consists of counting numbers.
- ✿ Many volunteer roles require services described in long-term outcomes or *quality* rather than *quantity*.

How did we get here?

- ✂ School consolidation in the 1960's led to a loss of community identity and community clubs
- ✂ Affirmative Action & Equal Opportunity were mandated
- ✂ Kentucky 4-H in the 1980's
 - Agent evaluations focused on numbers of participants
 - Assistant Director of Extension for 4-H **expected** to:
 - Report the highest camping numbers in the US
 - Enroll 80% of youth in counties in 4-H Clubs
 - Engage actively functioning County, Area and State 4-H Councils

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How did we get here?

- ✂ **The “solution”** --- Agents leading School Clubs
- ✂ A new wave of Agents saw themselves as classroom teachers
- ✂ A vicious cycle was bred.

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KY 4-H/Youth Development Today

✿ Primary Delivery Methods

- School clubs and camps

✿ Majority of agents “lead” school clubs

- Many agents lead 40+ school clubs
- Several agents spend up to 20 days per month in classrooms

✿ Four-fold youth development vs. providing information

✿ Key Issues:

- Agent retention and burnout
- Volunteer involvement



Effective adolescent leadership development programs

✿ Meaningful relationships with non-custodial adults are a key factor in developing leadership in adolescents.

- Armorose & Horn, 2000; Arminio et al, 2000; Baker, 1993; Cox, 1988; Devlin-Schere, 1997; Hart & Kean, 1996; Leppo, 1987; Plucker, 1998; Propost & Koesler, 1998; Romano, 1996; Shamanoff, 1985; Shandley, 1989; Summers, 2000.

✿ For youth to develop as healthy, fully-functioning, capable, caring and contributing citizens, they must develop 3 – 7 meaningful relationships with non-custodial adults. (Rohlkepartain, 1992; Search, 1996)

Rohlkepartain (1992)

- ✎ 49% have non-parental adults whom they can turn to for advice and support.
- ✎ 42% of 6th – 12th graders report a frequent, in-depth conversation with a non-parental adult.
- ✎ Two key benefits for teen-adult relationships
 - Teens are less likely to engage in at-risk behaviors
 - Teens are more likely to volunteer to serve others

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Volunteer Administration Academy

- ✎ Intensive, year-long series of three, 3-hour graduate courses.
- ✎ Provides tools, resources and knowledge to assess county 4-H programs, envision opportunities, set goals, gather stakeholder support and develop volunteer resources to achieve goals.
- ✎ Transform county 4-H program from agent-driven to volunteer-driven.

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University of Kentucky VAA

- ✦ Meets monthly for two consecutive days in a retreat setting
- ✦ Teaching team
 - Ken Culp, III, Ph.D.
 - Wendy J. Stivers, Ph.D.
 - Rachel S. Davis, Ph.D.

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Intended Outcomes

- ✦ Shift the delivery method from agent to volunteer
- ✦ Transform agent's role from a youth teacher and activity coordinator to a volunteer administrator and volunteer program manager
 - Existentialism

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Participant Benefits

- ✦ Document a significant increase in the quantity and quality of volunteer leadership involvement
- ✦ Increased competency in the 18 phases of volunteer leadership administration
- ✦ Learn to assess local needs, make an action plan, set goals, gather support and mobilize to take action
- ✦ Learn to identify measurable outcomes
- ✦ Document participant benefits (both youth and adult volunteer leaders.)

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UK CES Benefits

- ✦ Extend the outreach of UK CES
 - Volunteers extend University outreach by reaching un-served audiences
- ✦ Extend the VAA to Agriculture & FCS
- ✦ Develop a Volunteer Administration Tool Box



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Participant Commitment

- ✿ Serve as a volunteer administrator/coordinator
- ✿ Support the spirit, vision and intent of volunteer leadership development, volunteer involvement and volunteer administration
- ✿ Be willing to take educated risks
- ✿ Mentor other 4-H Agents in VAA
- ✿ Gain support from APD, County Agents & 4-H Council

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A Year in Review

2001

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Demographics

- ✿ 19 Agents enrolled
- ✿ 11 Agents (10 counties) participated
- ✿ 8 female, 3 male
- ✿ 9 enrolled for credit, 2 for professional development
- ✿ Tenure: 3 – 20 years
- ✿ Age: 25 – 52 years
- ✿ 8 Agents (7 counties) graduated

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Theoretical Framework

- ✿ 7 volunteer administration models are introduced
 - ISOTURE
 - Bridge from Dreams to Reality
 - Volunteer Professional Model for Human Services Agencies & Counselors
 - Volunteer Management Cycle
 - 4-H Volunteer Leadership Development Program
 - L-O-O-P
 - GEMS Model of Volunteer Administration

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Theoretical Framework

- ✎ Text versus Journal Articles
- ✎ Select/develop a Volunteer Administration Model
- ✎ County Action Plan
- ✎ Existentialism
- ✎ Travel Seminar
- ✎ Time Study
- ✎ Papers.....papers.....papers.....

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Evaluation

- ✎ Pre- and post-test instruments
 - Spectrum of Agent-Volunteer Relationships
 - Stivers & Culp (2001) (adapted from Lofquist)
 - 4-H/Youth Development Agent's Volunteer Development Activities
 - Deppe (1997); Kohlhagen (1999)
 - How Well Do You Delegate?
 - Smith, Hodson & Safrit (1992)

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Evaluation

- ✦ SWOT Profile
- ✦ Creative Problem Solving Process
- ✦ County Action Plan
- ✦ Agent's Time Study
 - Three cohort groups

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Results



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April 1, 2001

- ✦ All 10 counties developed a County Action Plan through the SWOT Profile and Creative Problem Solving Process
 - Recruiting additional 4-H Council members
 - Developing a 4-H Marketing Strategy
- ✦ Three counties added a total of 8 new council members
 - 5 males, 1 African American

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April 1, 2001

- ✦ Six new leader-led clubs
- ✦ Three Agents reported a paradigm shift:
“School club leaders could be volunteers!”
- ✦ Three Councils reported paradigm shifts:
“Agents aren’t expected to be classroom teachers!”
- ✦ Two counties initiated new volunteer-led activities
- ✦ A local newspaper wrote a full-page 4-H Feature

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July 1, 2001

- ✿ All 11 Agents reported a personal paradigm shift
“The 4-H program can be volunteer driven.”
- ✿ Nine new leader-led clubs are functioning
- ✿ 13 new 4-H Council members are engaged
- ✿ School clubs will be volunteer-led in 5 counties this fall.
- ✿ Agents in 6 counties report a revitalized Council

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July 1, 2001

- ✿ Kenton county developed a Sewing Mentor Program involving 9 volunteers
- ✿ Area Program Directors support agents who recruit school-club leaders
- ✿ KAE4-HA and State 4-H Council see VAA participants as volunteerism resources & experts
- ✿ The VAA has focused attention on volunteerism and volunteer leader development

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October 1, 2001

- ✎ 5 Agents have ordered curriculum from Purdue
- ✎ 3 Agents will introduce or expand a K-2 program
- ✎ 2 Agents are implementing or expanding their Companion Animals project offering
- ✎ 2 Agents will be implementing Open/Interview Judging
- ✎ 2 Agents will introduce Action Demonstrations to build self-confidence and public speaking skills

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Final Results by December 6, 2001

- ✎ All 10 counties developed an action plan
- ✎ School clubs are volunteer-led in 5 counties
- ✎ 6 4-H Councils became revitalized and functional
- ✎ Sewing Mentor program involved 9 volunteers
- ✎ 15 new Council members were recruited
- ✎ 47 new leader-led clubs were introduced
- ✎ 3 counties held a county-wide volunteer-led event

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Final Results by December 6, 2001

- ✿ 5 counties ordered Purdue curriculum
- ✿ 3 counties introduced K-2 4-H programs
- ✿ 2 counties implemented Companion Animals
- ✿ 2 counties introduced Open/Interview Judging
- ✿ 2 counties introduced Action Demonstrations
- ✿ A reporter wrote a full-page 4-H feature

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Challenges



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Challenges

- ✶ Rachel Davis resigned June 30, 2001
- ✶ Gulf between credit and non-credit agents widened
- ✶ VAA is time intensive
- ✶ UK doesn't require a Master's Degree; Grad School expectations are deemed excessive
- ✶ "Weight Watcher's" and "Health Club" phenomenon
- ✶ Squeeze play between agent's role transition and previous time commitments

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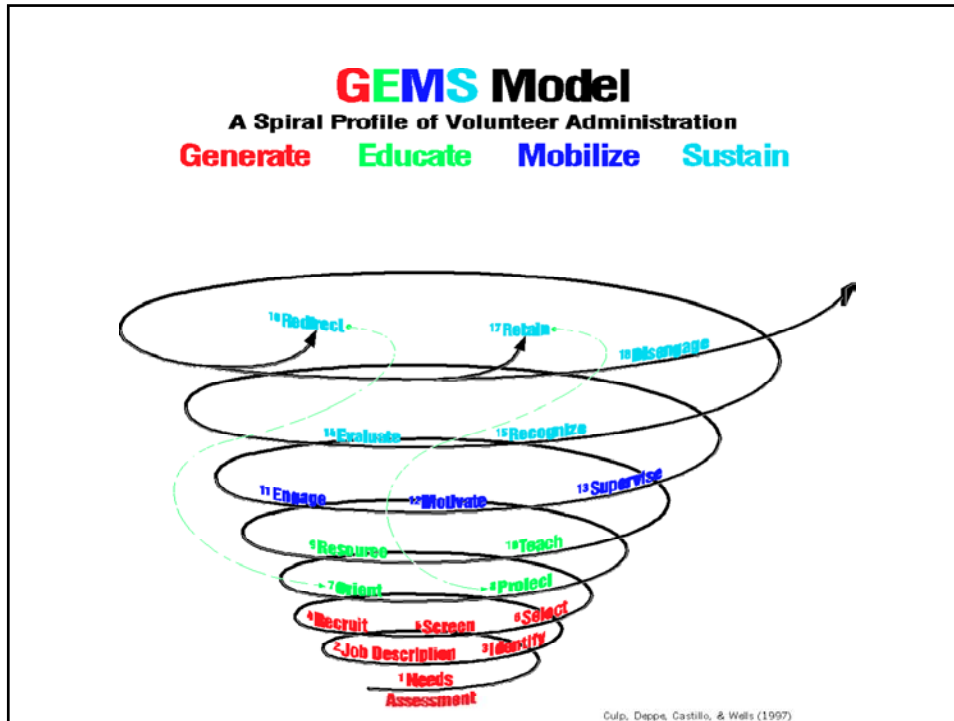
Documented Impact



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4-H/Youth Development Agent's Volunteer Development Activities

(Deppe, 1997; Kohlhagen, 1999)

🔦 **Level of Competence**

- 🔦 66 of the 72 items tested showed significant gains at $P < .05$
- 🔦 41 of the 72 items tested showed significant gains at $P < .005$
- 🔦 16 of the 18 GEMS phases showed significant gains at $P < .05$ (*Teach & Motivate did not*)
- 🔦 7 of the 18 GEMS phases showed significant gains at $P < .005$

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GENERATE

	Post-Pre-Post Test	Post-Test	Gain	P value	Gain Rank
Needs Assessment	3.4375	6.1875	2.7500	.0043	5
Position Description	3.4688	6.4688	3.0000	.0015	3
Identify	4.9688	6.7188	1.7500	.0175	12
Recruit	5.4688	7.0625	1.5937	.0080	16
Screen	3.9375	6.7500	2.8125	.0033	4
Select	4.1250	6.6875	2.5625	.00275	6

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EDUCATE

	Post-Pre-Post Test	Post-Test	Gain	P value	Gain Rank
Orient	4.5000	6.3438	1.8438	.0513	11
Protect	3.5313	6.1875	4.5000	.0010	1
Resource	5.6563	7.1563	1.5000	.0128	17
Teach	5.5000	6.3125	2.3125	.0888	7

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MOBILIZE

	Post-Pre-Post Test	Post-Test	Gain	P value	Gain Rank
Engage	5.5625	6.7500	1.1875	.0168	18
Motivate	4.9063	6.6250	1.7187	.0848	13
Supervise	4.5313	6.6875	2.1562	.0030	8

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SUSTAIN

	Post-Pre-Post Test	Post-Test	Gain	P value	Gain Rank
Evaluate	3.9688	5.5938	1.6250	.0068	15
Recognize	5.1875	6.6875	3.1250	.0170	2
Retain	4.4375	6.3125	1.8750	.0128	10
Redirect	3.9063	5.5938	1.6875	.0370	14
Disengage	3.3125	5.2188	1.9063	.0180	9

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4-H/Youth Development Agent's Volunteer Development Activities

(Deppe, 1997; Kohlhagen, 1999)

Frequency of Use

- ✦ 65 of the 72 items tested showed significant gains at $P < .05$
- ✦ 26 of the 72 items tested showed significant gains at $P < .005$
- ✦ 16 of the 18 GEMS phases showed significant gains at $P < .05$ (*Retain & Disengage did not*)
- ✦ 4 of the 18 GEMS phases showed significant gains at $P < .005$

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GENERATE

	Post-Pre-Post Test	Post-Test	Gain	P value	Gain Rank
Needs Assessment	3.1250	5.5000	2.3750	.0055	5
Position Description	2.7188	5.9375	3.2187	.0025	3
Identify	4.6250	6.4688	1.8438	.0200	8
Recruit	5.1875	6.8125	1.6350	.0122	11
Screen	3.1250	6.6875	3.5625	.0023	2
Select	4.0000	6.4688	2.4688	.0130	4

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EDUCATE

	Post-Pre-PostTest	Post-Test	Gain	P value	Gain Rank
Orient	3.1563	5.1250	1.9687	.0040	6
Protect	2.9375	5.8125	4.8437	.0020	1
Resource	5.7813	7.3125	1.5312	.0163	13t
Teach	4.1875	5.6563	1.4688	.0280	15

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MOBILIZE

	Post-Pre-PostTest	Post-Test	Gain	P value	Gain Rank
Engage	5.4688	6.7500	1.2812	.0153	17
Motivate	4.5938	6.1250	1.5312	.0298	13t
Supervise	4.9688	6.8438	1.8757	.0130	7

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SUSTAIN

	Post-Pre-Post Test	Post-Test	Gain	P value	Gain Rank
Evaluate	3.3125	5.1250	1.8125	.0138	9
Recognize	5.3750	7.0625	1.6875	.0120	10
Retain	4.6250	6.1875	1.5625	.1010	12
Redirect	3.5313	4.9688	1.4375	.0453	16
Disengage	2.9688	3.9688	1.0000	.1293	18

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A Year in Review

2002

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Demographics

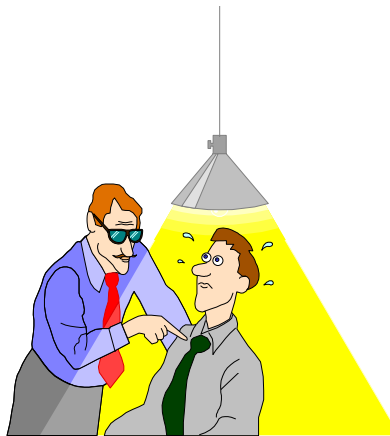
- ✿ 12 Agents enrolled
- ✿ 10 Agents (10 counties) participating
- ✿ 9 female, 1 male
- ✿ 10 enrolled for credit
- ✿ Tenure: 2.5 – 25 years (mean = 9.33 years)
- ✿ Age: 24 – 48 years (mean = 36 years)

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“Why I enrolled in the VAA”

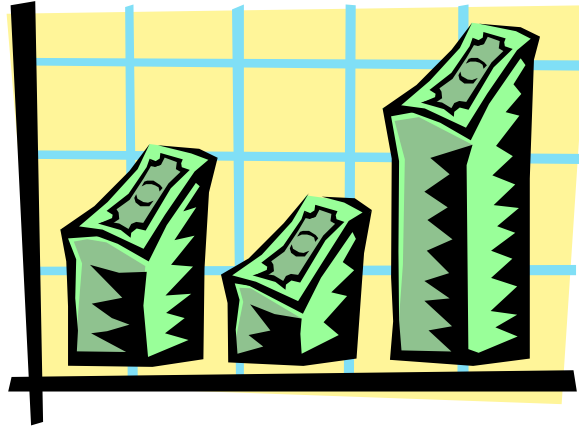


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Results



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May 1, 2002

- ✿ All 10 counties developed a County Action Plan through the SWOT Profile and C.P. Solving Process
 - Developing a 4-H Marketing Strategy
- ✿ 3 counties added a total of 10 new council members
- ✿ Re-vitalized councils in 8 Counties
 - Instituted committee structure
 - Instituted a rotational system
 - Resource Development
- Sponsoring educational programs for club leaders

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May 1, 2002

- ✎ 84 New volunteers
- ✎ 5 new leader-led clubs
- ✎ 28 New teen leaders
- ✎ 8 Councils reported paradigm shifts:
 - “Agents aren’t expected to be classroom teachers!”
 - “Volunteers are the Council’s target audience.”
 - “Focus is long-term rather than on events.”
- ✎ 3 Agents reported a paradigm shift:
 - “School club leaders could be volunteers!”

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May 1, 2002

- ✎ 5 counties initiated new volunteer-led activities (Campbell, Carroll, Christian, Hickman & Kenton)
- ✎ 5 agents developed their own Volunteer Administration Model
- ✎ 17 new volunteer-led programs
- ✎ 10 Agents feel more confident, bolder, unafraid to ask; identify and articulate needs.

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Questions, Comments, Input?

