

# Washington State University 4-H Program Review

## December 6-10, 2009

### Purpose of the 4-H Program Review

The purpose of the review is to validate and strengthen the Washington 4-H Program by recognizing strengths as well as identifying opportunities for improvements. The review is focused on the state level systems that are intended to support county programming.

### Review Team Members

#### External

- Jim Rutledge, Chair, State 4-H Leader (retired)
- Roger Rennekamp, State 4-H Leader, OR
- Dale Leidheiser, State 4-H Specialist, CO
- Scott Nash, County 4-H Educator, ID
- Stephanie Shank, County 4-H Educator, AZ
- Janet Frieling, Schools Out Washington

#### Internal

- County Educators - William Freitas, Natalie Kinion
- County Chair – Ed Adams
- County Program Staff – Lisa Harness
- County 4-H Volunteers - Chuck Todd & Kirk Gresham
- Non 4-H Extension Specialist – José García-Pabón

### Preamble

It is clear that the Washington State 4-H Program provides positive learning opportunities for more than 75,000 members from throughout the state. The review team commends the administration and program leadership for their willingness to engage in this review process and desires to see that this process leads to substantive improvements in the 4-H program's ability to provide positive youth development programs for all youth in Washington.

### General Recommendations

**Program Diversity** - Efforts must be made for all aspects of the 4-H Program to show greater parity with the youth population of Washington.

**Management Versus Leadership** - Those responsible for all aspects of the program must shift their emphasis from management of programs to leadership for positive youth development. This will be reflected in program activity from program planning to professional development and volunteer development.

**Build clarity & measurements of outcomes** – For the program to be successful it is important for program leadership and participants to be clear about the reasons they conduct 4-H Programs. For outcomes to have any value they must be measurable and reportable.

**Build capacity of faculty, staff, and volunteers** – Washington State University 4-H Programs are blessed with many talented faculty and staff. They must be empowered and

provided with consistent professional development and training to provide leadership for appropriate program development.

**Ensure program quality** – Quality must be the hallmark of the Washington State 4-H Program, and this must be reflected in the types of results that are reported in impact reports, publications and programs like ambassadors and KYG. Quality will only be assured when program planning is the result of all collaborators coming together to create a statewide plan of work that is focused on important outcomes as noted above.

**Consistent and powerful messages** – The image of the 4-H Program must be crafted, protected and promoted to ensure that potential members, families, funders and the general public understand that 4-H is about positive outcomes for young people.

**4-H Summit** – The 4-H Summit to be held in February of 2010 should be used to create a common vision and foster collaboration among all those involved in the Washington 4-H Program.

### **Program Planning and Accountability**

In the State of Washington, county-based WSU faculty prepare annual plans of work organized around priorities they identify. It is unclear whether these plans relate to annual plans of work prepared by the various program areas or the strategic plan for the WSU Extension Service. Plans and reports are submitted through an online system. A state level system of management committees has been established to facilitate state-level oversight to various 4-H project areas. There is a desire by state staff to critically evaluate the effectiveness of this structure. There is some evidence that local stakeholders are involved in setting local program priorities without a needs assessment or evaluation system.

#### **Commendations**

- The online system for planning and reporting provides a framework by which all educators, specialists, and administrators can have real-time access to program plans and results.
- The state's desire for the planning process is to utilize a logic model framework for articulating program inputs, outputs, and outcomes. Training opportunities are available to all staff on using logic models for program planning.
- Washington 4-H has identified the development of "life skills" as being the outcomes toward which programs are designed. Tools for measuring life skills are available for use by faculty and staff.

#### **Concerns**

- Faculty and staff do not use the online planning and reporting system to its full potential (not all 4-H personnel even have access to the online planning and reporting system). The process of developing annual plans of work is seen as

beneficial at the county level but faculty do not see evidence that state 4-H staff use their plans of work to inform the development and management of state programs.

- Despite an articulated focus on life skills, there is not clarity on the desired outcomes of 4-H programming. Faculty and staff mentioned developmental assets, protective factors, life skills, essential elements, prevention of negative outcomes as being significant outcomes of 4-H programming. There is a need for common language around outcomes and a broadly understood program model that is subscribed to by all faculty and staff, including County Directors.
- Faculty and staff (and volunteers) do not uniformly use the eight essential elements of 4-H program as a guide for designing or assessing the quality of programs. Some confuse these as outcomes versus design characteristics.
- There is little support to staff for measuring program quality or effectiveness. Although there is a clear expectation to do so, staff are confused about what should be measured and how to go about doing it. There is no clarity about who reads the plans of work, accountability, and feedback from county and state supervisors and leaders on reports and plans of work.
- There seems to be no consistent message about the value of 4-H. If you don't know what you're trying to do, then you can't tell other people about what you did.

## **Recommendations**

- Plans of work developed at the local level should be linked to a thorough assessment of local program needs. State staff must be able to review these plans and use them as tools for developing statewide supports for high quality around the mission mandates (SET, Healthy Living, and Youth Civic Engagement) and other statewide program thrusts.
- Develop a highly visible plan of work that reflects the intersection between locally developed program plans, the mission mandates, and state priorities. All stakeholders of the State 4-H Plan should be involved in the process of creating the plan.
- While it may be prudent to retain a limited number of management committees to support programming in areas such as animal science, family living, and expressive arts, the review team saw little support for maintaining the highly complex state program management structure. In addition to retaining a few committees related to the content of 4-H projects, there may be opportunities for the creation of state level implementation teams organized around the mission mandates and a few high priority delivery methods, for example: camping.

- Deliver a comprehensive training on the eight essential elements of 4-H programming with the potential to greatly improve program quality. Through improved quality comes greater effectiveness in producing desired outcomes.
- Support the convening of a small number of teams to lead outcome evaluations of high priority programs. These teams can be composed of county faculty and staff, state specialists, and on-campus researchers who share a common interest in growing the body of knowledge surrounding a particular program or delivery method. Such teams have been shown to be effective in building individual and organizational capacity in program evaluation as well as in producing information useful in communicating program impacts.
- A consistent message about the value and impact of 4-H would aid in marketing and communication.
- Create a 4-H expertise list at State and County level (this is similar to the WSU “expertise list”, but it needs to occur with ALL 4-H personnel, including county and grant hired 4-H staff, as well as support staff).
- It was requested by some County Directors that an “enlightenment” crash-course on what they should be expecting from 4-H personnel would be greatly appreciated.
- More timely communication of policies, deadlines, follow-up, etc... from the state office to the counties.

## **Volunteer Development**

### **General Background**

The State 4-H team has a volunteer development action team (VDAT) in place that currently supports volunteer development programming for over 7,000 volunteers.

### **Commendations**

- VDAT committee; passion and commitment for Volunteer Development
- VDAT survey of staff to identify needs and assess effectiveness
- Screening, background check, and enrollment procedures utilized by all 4-H personnel
- 7 orientation modules produced by VDAT
- Necessary resources for first year training of volunteers – e-Learning/face-to-face
- Volunteers are empowered as much as they choose to be
- Volunteer recognition focuses on years of service and Hall of Fame at state & local levels
- Staff are more critical of the volunteer development system than they need to be - it’s a functional, quality system
- Large & active volunteer forum; 250 – 350 people

- VDAT committee is well-rounded (skill, location, programs)

### **Concerns**

- No formal volunteer advancement system
- Strength of volunteer training is dependent upon the strength/background of staff
- Disconnect between PDAT/VDAT – not collaborating/coordinating where they could
- No evaluation component in the 7 modules for volunteers to evaluate their performance as volunteers
- Some staff are not prepared to teach the 7 modules and come into the organization without education, teaching, volunteer development, child development and youth program management background
- Inconsistent understanding and valuing of volunteer development responsibilities of agents
- Lack of diversity in volunteer pool
- Lack of training for volunteers in non-club program delivery modes
- The staff development model of training (one shot, learn it all) is replicated for volunteers (one shot, learn it all)
- 4-H apologizes for the expectations we have, rather than being proud of them
- Volunteer retention
- Lack of collaboration for sharing statewide, making better use of skills available from staff and volunteers
- Need to explore other options for e-Learning
- Need a dedicated position for leadership in volunteer development
- Inconsistent valuing of volunteer development responsibilities and implementation of volunteer development methods by agents

### **Recommendations**

- At the organizational level:
  - Hiring qualifications of new state/county hires to include PRKC (ADMIN) (PDAT & VDAT jointly)
  - Staff training in volunteer development (PDAT & VDAT jointly)
  - Staff evaluation for volunteer development responsibilities is included in their annual review process (Admin)
- Adopt a NEW overarching philosophy: Volunteer training needs to be more focused on youth development. How to teach kids, life skills development, etc..., and not so much on how to fill out forms & management.
  - Create an infrastructure to support changes in policies and procedures
- VDAT revise the Volunteer Application so it welcomes volunteers at all levels of involvement.
- VDAT should produce some support training materials for agents on volunteer development model (like ISOTURE), and volunteer research and knowledge competencies (VRKC).

- This does not have to be brand new. VDAT can look to successfully working trainings around the state to use what's already working well, and can supplement with additional information when needed.
- Volunteer program sharing amongst agents should happen and should happen more often.
- State policy should establish a minimal standardized content of training.
  - E-learning is not enough
  - In addition to having some standardized training that all receive, people are looking for a variety of delivery methods (e-learning, video/DVDs, face-to-face, YouTube, etc) and ALL methods would "count".
  - Include intermediate and advanced training for experienced volunteers
- VDAT create position descriptions for each of the volunteer positions, that would include:
  - Benefits, qualifications, requirements, trainings & support, time requirements,
- VDAT create a marketing strategy for messaging and volunteer recruitment
  - May include a menu of ideas that may or may not work for that county
- County and District administration needs to be held accountable for the 4-H staff that they work with to ensure training and implementation happens consistently
  - Consistent use of state-wide volunteer selection process
  - Consistent use of e-learning and 7 modules for training
- Integrate more volunteer training into on-going 4-H efforts
  - e.g find more opportunities for continued training to happen (4-H Forum is not enough)
- Explore components of the ISOTURE model and integrate components of the model into the Washington extension system:
  - Develop position descriptions that better define the volunteer roles, qualifications, support, and benefits
  - Utilize informal interviews to assess volunteer interests, experience, and qualifications to better match volunteers with the program needs
  - Improve organizational consistency of reference checks
  - Improve training of staff to deliver orientation modules
  - Ensure that 4-H values and beliefs are clarified with new volunteers to align them with the organization
  - Increase volunteer training opportunities to provide for continual development of volunteer capacity: essential elements, child development, experiential learning, teaching methods, communications, etc. (VRKC)
  - Train agents in a leadership method like situational leadership to develop an understanding of the amount of support and direction volunteers need to be successful
  - Explore various recognition models to align methods with motivational characteristics: affiliation, achievement, altruism and power
  - Require use of existing evaluation tools to assess the presence of essential elements in 4-H clubs
  - Utilize volunteer evaluation tools: self, member, other volunteer, parent, and agent

## **Professional Development and Training**

There is a Professional Development Action Team (PDAT) in place to implement professional development for 4-H faculty and staff at WSU. The team responsibilities are to assess and evaluate the PD needs of 4-H faculty and staff as well as conduct PD opportunities during the year.

### **Commendations**

- The PDAT team has a plan in place to provide PD experiences for the WSU 4-H team. The 4-H Professional Development plan is comprised of three major elements. They include:
  - New staff orientation and training
  - Ongoing professional development opportunities
  - Mentoring programs
- The PDAT team should be commended for having a team in place to provide professional development for 4-H faculty and staff. The team has a plan to help them offer opportunities for their staff. There is a full time extension professional development coordinator to work with PDAT to make sure they are striving to meet 4-H faculty and staff needs.
- The plan provides support to new people by offering a new staff orientation and training. The plan allows for long term staff to play a part in training the new 4-H personnel. The plan offers a point of contact to be in place for new staff to have a “go to” person. The team has made training resources available on-line to allow staff members to have access to training without being required to travel.
- The PDAT team has shown they understand the value of professional development for all team members by offering ongoing PD opportunities. The opportunities include program management meetings scheduled for 4 times during the year. The team has monthly 4-H calls to help staff be current on what is happening in Washington 4-H. The team tries to utilize distance education techniques to offer these PD opportunities for members that aren’t able to travel.

### **Concerns**

- There is a perceived lack of requirement for completion of core trainings. Core trainings are available but are they really being utilized?
- The lack of time and funding to participate in PD are frequently identified as obstacles, but there is a concern that this stems from being no incentives or expectations for participation in these opportunities.
- County directors are not assured of the value of trainings which limits their support of participation in professional development.

- PDAT and VDAT have overlapping roles in coordinating trainings.
- There is expertise in non 4-H faculty that hasn't been recognized or utilized.
- Staff are not taking advantage of outside training resources. Many are free.

### **Recommendations**

- Institutionalize Professional Development as a core value and expectation.
  - Assessment of needs
  - Professional development plan
  - Reward system
- Develop or identify intermediate or advanced training for mid and veteran career faculty and staff.
- PDAT learn to calendar and promote relevant professional development opportunities in coordination with PD coordinator.
- Use available technology to deliver professional development opportunities. Identify real and perceived barriers to the use of technology.
- Move beyond training on management of programs. Maintain a balance between program management and principles of youth development
- Provide a list of research and technical articles on youth development and best practices on a regular basis.
- Provide meaningful experiences for professional development and networking opportunities that allow for the sharing of ideas for all 4-H faculty and staff. Utilize train-the-trainers and mentor activities to tap into this expertise.
- Communication between the state staff and county directors needs to happen.
- Mentoring program needs to be revised to include a peer to peer model.

### **External Relations and Resource Development**

**Background statement:** 4-H has an independent foundation and a variety of independent external partners.

### **Commendations**

#### **Foundation**

- 4-H is working with other colleges, including some new relationships with engineering and veterinary science
- County relations are improving after periods of conflict and concern
- Negotiations for a new Executive Director – 38 candidates have applied for a position that will be 25% 4-H Foundation
- 4-H Foundation is an independent 501(c)(3)

- Support is being provided for a variety of events, such as KYG, Burcalow awards, etc.
- Foundation has maintained some fund development work without an Executive Director
- Microsoft connection has proved very useful, thanks to Trent as a former 4-H member now at Microsoft
- Admin fees are actually small in relation to the needs of the foundation or the service provided
- Goal in estate planning is viewed as positive
- Thanks to Gayle for keeping the shop going the way she has.
- Good job with ForeverGreen and State publications

#### **Other External Relations**

- Relationships with Schools Out Washington and other organizations are positive
- 156 contracts or MOU's
- Adventure and OMK have developed some new relationships for 4-H

#### **Concerns**

- General concern was the lack of information on external relationships other than the 4-H Foundation.

#### **Foundation**

- Lack of a dedicated Executive Director – and now only having 25% time that Washington 4-H Foundation has to pay for. Is this adequate?
- Small board of only 10 limits the fund development capacity of the board
- History and lack of trust from past experiences. People do not know what is happening today and that the situation has improved.
- Lack of communications about opportunities like the Burcalow grants.
- Lack of involvement or impact of board members fund raising or personal giving

#### **Other External relations**

- Relationships with other stakeholders, i.e. legislature, commissioners, commodity groups, Farm Bureau and Farmers Union is not well known or is not very strong.
- Not sure about the linkage between WSU departments and the 4-H content areas.
- Does not appear to be collaboration between WSU Foundation development officers and the 4-H Foundation.

#### **Foundation Recommendations:**

- Develop clear fund raising goals and targets
- Develop marketing strategies with current and future stakeholders
- Improve communications of Foundation-provided support to local offices containing total assets, return on investment, annual budget, funds that support counties
- Clarify the reason for, and value of, the 5% administrative fees

- Foundation needs to be clear on who they serve and their purpose through improved marketing functions in both statewide and local stakeholders
- Clarification of relationship/authority between 4-H Youth Development and Executive Director
- State broker better relationships with the county programs tied to State initiatives
- Need to recognize and celebrate successes with partners and collaborators
- Conduct annual audits as required to maintain non-profit status
- Explore expansion of the board to include more diverse members with fund development capacity
- Align Foundation goals with program priorities

#### **Non-Foundation Recommendations**

- Allocate marketing resources to communicate with stakeholders

### **Youth Engagement**

#### **Youth Engagement – Overall Considerations**

**Background:** The Washington State 4-H Program has a variety of Youth Development delivery methods which are:

- Traditional 4-H Club programs
- 4-H Camp Program
- Afterschool Program
- School Enrichment
- Adventure Education Program
- Teen Programming
- Special Programs: CYFAR, Operation Military Kids, WRAP
- International Exchange Program

#### **Commendations:**

- Great enthusiasm, collaboration and passion is evident between state staff and the programs they manage
- State staff is very supportive and rapidly responsive to questions and touchy issues.
- Because they are located throughout the state, staff members are accessible, helpful and highly respected by volunteers
- There is a broad scope and variety of programs in place
- Strong partnerships have been built both internally and with external partners
- Efforts to increase diversity are strong and intentional-acknowledge they have a ways to go but have made some great adjustments

- Efficient stewards of internal and external resources; have made intentional efforts to make information available in more cost cutting ways- online, CD's, etc and getting outside funding.
- Staff has been successful in promoting 4-H curriculum through a broad range of programs
- Teen programs are impactful and prepare youth with leadership, citizenship and life skills

## **Concerns**

### Data for Evaluation

- A lot of data is being collected however, data does not link to impact on life skills
- Disconnect between expectations, accountability and rewards as they relate to impacts

### Diversity

- Lack of diversity of youth who are accessing programs, volunteers who lead those programs and geographical locations of the clubs.
- Primarily serving youth ages 8-11

### Consistency

- Inconsistent standards on essential elements
- Lack of intentional integration between programs
- Efficient resource allocation-innovative programs are dependent on grants which may go away
- Standards are county dependent and county specific which means they are not necessarily related or consistent

### Program Management

- Role of the agent does not seem to be defined nor evaluated-especially as it relates to partnerships and collaboration
- Focus on program management which in and of itself creates silos- does not lead to intended youth development outcomes
- Disconnect between University outreach and connection to outreach that is offered through 4-H
- Lack of needs assessment conducted to determine interests and needs of contemporary youth audience
- Lack of communication of state and national opportunities for youth – info is not getting to them, i.e. project leaders don't pass non-project info on to teens.

## **4-H CLUBS**

### **Commendations**

- Building partnerships with other colleges within WSU because they lack a 4-H curriculum specialist
- Numbers indicate they are meeting the needs of a large number of youth

### **Concerns**

- Limited opportunity exists to examine the degree to which clubs provide essential elements
- Narrow definition of what constitutes a “club”
- Lack of 4-H curriculum specialist at WSU-Pullman impacts access and development of current and relevant curriculum.
- Programs for older youth are under utilized.
- Too much of the program is focused on projects and competition- there is not enough emphasis on positive youth development
- Target audience seems to be the traditional European-American kids

### **Recommendations**

- Reinforce use of Life Skills Evaluation System to measure outcomes
- Create a plan that will lead to a “4-H cultural shift” from project based clubs to clubs that are focused on the outcomes of PYD. It is not the horse or muffins or pig that is important, those specific projects are just the vehicle for learning positive youth development
- Assure that training and evaluation exists for the essential elements in clubs.
- Develop a plan to address more diverse membership in the club delivery system

### **4-H CAMPS**

#### **Commendations**

- Required Camp director training focuses on Essential Elements, life skills and risk management – is well done, and is required every two years
- Most counties do have residential 4-H camp experience offered

#### **Concerns**

- No “model” camping program standards statewide (not even just guidelines)
- Lack of implementation of 4-H methodology and educational curriculum – take advantage of specific Environmental Ed, SET or other curriculum
- Need consistent expectations for content and evaluation of camping experience and desired outcomes
- Time commitment for organizing and staffing and finding new volunteers and staff

#### **Recommendations**

- Should examine how camping program relates to or supports mission, it seems like a huge drain on resources which may be done better by organizations with camping as a core area or on a local /regional model
- Camp curriculum should be better aligned with SET, leadership and the mission of 4-H

## **4-H AFTERSCHOOL**

### **Commendations**

- Good variety of offerings, excellent use of 4-H curriculum –vehicle to promote a positive image of 4-H
- Huge growth since 2005
- Lots of training provided for afterschool staff which is a source of high quality professional development for providers
- When there are excited county staff, they serve as a catalyst for successful program

### **Concerns**

- Providers are not reporting numbers accurately to 4-H
- Lack of interaction with established WSU colleges and programming
- Lack of training opportunities for 4-H staff
- Current trainings do not include best practices of afterschool ed and do not include enough strategies for front line workers
- Successful implementation is dependent on enthusiastic county faculty
- A small number of counties have strong programs
- Lack of acknowledgement for county staff who are training afterschool staff

### **Recommendations**

- Develop clarity around the role that 4-H wants to play in afterschool programs- directly operate, provide training, promote curriculum and 4-H?

## **SCHOOL ENRICHMENT**

### **Commendations**

- Large percentage of program comes from non-4-H staff (classroom teachers, etc)

### **Concerns**

- Participants do not know they are in 4-H
- Challenge to get classroom teacher's to "buy-in"
- It is unclear if there is a statewide plan for school enrichment...
- State staff not connected to SNAP-Ed; it is not well integrated with 4-H
- Lack of consistent training in youth development for SNAP Ed
- Limited outreach to "home school" audience

### **Recommendations**

- Develop a more intentional focus on marketing and messaging for diverse audiences on all aspects of 4-H and its many tentacles reaching into programs such as SNAP ed.
- Develop a clear logic model plan of how school enrichment fits into Washington 4-H Youth development, and the outcomes and impacts which will be derived

- Explore opportunities to work together with SNAP ed to align youth development and nutrition programs

## **ADVENTURE EDUCATION**

### **Commendations**

- Really engages older youth, designed to respond to developmental needs and interest of older youth.
- High diversity! Seems like largest opportunity for growth, a “rising star” for Washington 4-H.
- Can generate revenue by building other organizations’ capacity
- Safety issues and risk management are well addressed in facilitator training
- Innovative and relevant to youth

### **Concerns**

- Lack of trained county staff and teens to facilitate Adventure Education program.
- Lack of sustainable (non-grant) funding

### **Recommendations**

- Build capacity by training county staff and teens to become facilitators
- Infuse Adventure Education into existing club programs and volunteer training
- Continue efforts to create adventure clubs

## **TEEN PROGRAMMING**

### **Commendations**

- Breadth and depth of teen programming offered is super!!
- Teen programming includes optimum mix of civic engagement, community involvement, leadership development and social networking which draw in and retain older youth in the 4-H program
- Teen programming has excellent program leadership and management
- Teen Conference and other events are open to non-4-H youth; great efforts are made to reach out to diverse audiences
- Seeking tie to Senior Graduation Projects

### **Concerns**

- Lack of programming for older youth at the county level; lack of delivery of 4-H projects designed specifically for teen-age group.
- Lack of training to teach volunteer adults how to teach and interact with teens
- Seems like a lot of programs to manage with few staff
- Not utilizing teen communication networks to attract and inform teens
- Staff time is being diverted to activities that could be accomplished by volunteers

## **Recommendations**

- Offer trainings in youth adult partnerships
- Encourage clubs to enroll more members in social science projects such as leadership, citizenship, KYG, Character education, service-learning, entrepreneurship!
- Utilize social networking tools to connect with youth
- Redesign marketing and programming to attract more diverse youth into the teen programs
- Have volunteers assume responsibilities for teen travel and event coordination

## **SPECIAL PROGRAMS: CYFAR, OMK, WRAP**

### **Commendations**

- CYFAR strength - focuses efforts on a specific audience uses specific curriculum
- SET programming
- OMK is utilizing 4-H curriculum
- WRAP – great vehicle for 4-H to get their training and curriculum to diverse audiences
- WRAP – potential to offer degree program and trainings as opportunity for revenue generation

### **Concerns**

- Perception of CYFAR project may create barriers for participants
- CYFAR – integrate 4-H more into programs
- Lack of awareness by county extension offices of all special programs available for them to access
- SET programming is underutilized
- Lack of intentional linkages between 4-H and OMK,SNAP ed, Horizons, etc.
- Special programs are lacking adequate trainers to deliver trainings on how to implement the variety of special programs

### **Recommendations**

- County 4-H staff, especially those counties without a military base presence, needs education on National Guard linkages and procedure to get resident military kids with OMK.
- Let counties know about how current curriculum and SET align
- Encourage county training for volunteers on SET
- Develop evaluation tools to be used to measure impact of special programs

## **INTERNATIONAL PROGRAMS**

### **Commendations**

- The International program is supported in Washington
- Presents a great opportunity for youth to experience other cultures

**Concerns**

- Youth coming back are not sharing their experience broadly enough
- Lack of advertising of experience/opportunity/ and value of program
- Not connected to WSU International Programs or other extension programs overseas
- Few youth are involved in global or international activities (beyond exchanges).
- International program is limited to exchanges.
- Difficult and time consuming to get visa and entry permits for young people coming from abroad
- Lack of visibility, support and cooperation with counties and agents
- Lack of dissemination of information to county level and beyond

**Recommendations**

- Advertise the opportunity to host and for youth to travel
- Have an International presentation or workshop at forum and teen conferences
- Record youth presentations and use for promotions on social networking sites such as You-Tube
- Find ways to maximize the global world citizenship impact and world learning experiences beyond exchange programs. This could happen at the district or state level, through things like teaching at teen conference, forum, etc. At the club level it could come from talks or as showcase of youth activities at teen rallies.