Teen Leadership Skill Development through the Junior 4-H Camp Counselor Training Program

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ABSTRACT

The purpose of this paper is to determine if there is a positive relationship between participation in the Junior 4-H Camp Counselor Training Program and development of leadership skills. Additionally, this study seeks to identify which leadership skills are self-reported as being developed, how youth are currently using these skills, and how they perceive that they will use them in the future. Data was collected from 983 training program participants between the ages of 14 and 19 who have been in the program for one year or more. Arnett's Emerging Adulthood Theory (2000), a human development theory for people in their late teenage years and early twenties, served as the theoretical framework. A positive relationship between participation in the training program and the development of leadership skills was found. Furthermore, data analyses identified a number of specific leadership skills that were developed including self-esteem and confidence, ability to lead groups, speaking in front of groups, problem solving skills, and working as a team among others. This study combines both qualitative and quantitative data to identify how teens are being served within the 4-H program and provides information about positive youth development on camp counselors, a previously lacking area in the literature.

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Chapter One: Introduction

Background and Setting

The 4-H program is designed to provide youth with opportunities to develop life and leadership skills. Participating in positive youth development programs decreases risk or problem behaviors such as bullying, substance abuse, or depression (National 4-H Council, 2013). Furthermore, the 4-H Youth Development Program is noted for developing youth potential (Carter & Kotrlik, 2008). There are numerous opportunities for youth of all ages to obtain leadership skills, one of which is the Junior 4-H Camp Counselor Training Program for Senior 4-Hers. Within this program, Senior 4-Hers, who are ages fourteen to eighteen, are trained to supervise and educate campers between the ages of nine and thirteen. 4-H Agents, volunteer leaders, and 4-H Educational Center staff work together to teach youth about risk management, working with homesick campers, how to teach a lesson, and more topics related to being a camp counselor.

Numerous studies have been and are being conducted that prove 4-H and the Junior 4-H Camp Counselor Training Program teach leadership skills to youth. For example, 4-H members in grades 7-12 are four times more likely to make contributions to their community, and those in grades 8-12 (the ages of camp counselors) are two times more likely to be civilly active (National 4-H Council, 2013). The program intends to teach counselors leadership skills that can be used in a variety of situations. The 4-H Camp Counselor Program allowed youth to develop teamwork, social skills, and initiative (Ferrari & McNeely, 2007). Not only have alumni reported an increase in marketable skills, but the program increases soft skills.

Being a 4-H Camp counselor positively affects teen leadership development through increasing communication abilities, reducing shyness, and increasing problem-solving skills (Carter & Kotrlik, 2008). Beyond skills for the future, however, the Junior 4-H Camp Counselor

Training Program gives youth the skills to be successful in current life situations. As a counselor, not only do youth teach their campers life skills, but they gain those skills themselves. 4-H Camp counselor alumni state that being a counselor increased self-confidence and transferable skills (Brandt & Arnold, 2006). Moreover, the longer youth stay with the program, the more skills they master. There is a definitive positive relationship between the number of years as a camp counselor and learning leadership and responsibility skills (Ferrari & McNeely, 2007).

Statement of the Problem

According to Kloen and Rhinehart (1998), "one of the most pressing issues facing the United States and its youth serving organizations today is how to best facilitate the development of our youth" (Review of Literature, para. 1). 4-H agents and educators often work on this through curriculum development and evaluations of existing programs and curriculum. Despite this continual research, there are a large number of studies related to 4-H content, but not much on how to improve the structure and functioning (Hamilton, 2014). Furthermore, because of the qualitative nature of gathering evaluations of life skill development, 4-H Agents struggle to determine whether these skills have been obtained. According to Franz (2013), they can also struggle with if their data interpretation is authentically reflecting the data being measured. Additionally, there is an increased demand for program evaluations from federal funding sources and from grants that agents may seek. Unfortunately, many 4-H educators are not clear about evaluation expectations (Lekies & Bennett, 2011). For this reason, there is a critical need for a program evaluation that provides suggestions for improving program structure.

Purpose and Objectives

The purpose of this project was to determine what leadership skills are developed in teenagers through the Junior 4-H Camp Counselor Training Program for the Virginia 4-H

Camping Program. This was accomplished through analyzing the results of the Leadership Skills Developed Through 4-H Camping survey administered to youth across Virginia by the Careers and Leadership Subcommittee of the Positive Youth Development Program Team, a committee within the Virginia Cooperative Extension organization that created an action plan to evaluate leadership skill development (see Appendix A). The objectives for this project were to:

1. Describe which leadership-related skills are currently being developed by teens participating in the Junior 4-H Camp Training Program.

2. Describe ways in which teens are currently using these skills, as well as participants' perceived ways in which they will use these skills in the future outside of 4-H Camp.

Definition of Terms

Emerging Adulthood — A theory that focuses on human development of people in their teens or early twenties (Arnett, 2000).

Camping Cluster — Two or more counties or cities who plan and attend camp during the same week.

Stakeholder —People with a vested interest in a program (i.e. participants, Extension personnel, organizational leaders, community leaders, program funders, etc.) (French & Morse, 2015).

Limitations of the Project

The project was limited by the questions of the existing data. None of the questions were mandatory, so the number of answers to each varies. Additionally, most the questions framed the counselor experience in a positive light, which could contribute to a certain level of bias. However, several questions did allow respondents to indicate to what extent they agreed or disagreed that being a 4-H Camp counselor resulted in certain outcomes. Other limitations

included the curriculum itself. While there is a standard training checklist and camping policies, each camping cluster had some flexibility in how they wanted to deliver that information.

Basic Assumptions

Within this project, there was an assumption that constants included the same delivery of information to all counselors within this particular training program. Another assumption was that, since counselors have self-reported their gained skills, they were honest in their reporting and understood the questions.

Significance of the Problem

Not only is this project important to the Virginia Cooperative Extension units participating in the camping program, but evaluating the popular Junior 4-H Camp Counselor Training Program provides a sample of the leadership skills gained through 4-H programming and will show how teens report that they are using these skills. While studies have researched positive youth development on 4-H campers, few have been aimed at camp counselors (Carter & Kotrlik, 2008). This project will provide additional information for how teens are being served within the 4-H program and enable the Virginia Cooperative Extension and its 4-H Agents to provide both qualitative and quantitative data when reporting to stakeholders.

Moreover, the Virginia Cooperative Extension's Careers and Leadership Subcommittee of the Positive Youth Development Program Team administered the survey and it is anticipated that they will take these findings to make improvements to future surveys. Because the survey sought to determine leadership skill development, it is likely that the Program Team would also consider study results when making changes to training curriculum so that it improves what leadership skills youth are and aren't developing.

Chapter Two: Literature Review

In the United States, at least 25 percent of adolescents are at risk of many problem behaviors and not having a productive adulthood (Eccles & Gootman, 2002). Participating in positive youth development programs decreases risk or problem behaviors such as bullying, substance abuse, or depression (National 4-H Council, 2013). Additionally, in a study from Leff, Retallick, and Franz (2015), 4-H Camp counselors indicated that leadership opportunities through the camping experience encouraged personal transformation and skill development. This section will review additional literature on structured youth development programs, how being a 4-H Camp counselor provides meaningful leadership opportunities, background on the Junior 4-H Camp Counselor Training Program, previous study limitations, and the theoretical framework.

Structured Youth Development Programs

Youth who participate in structured activities, such as those provided through 4-H, show more positive functioning compared to their uninvolved peers who exhibit low academic performance and high self-reported problem behavior (Bartko & Eccles, 2003). When it comes to the positive youth development indicators of confidence and competence (stress management skills), Ghobadzadeh, Sieving, and Gloppen (2016) found that adolescents with high self-esteem were more likely to use contraception consistently, thus reducing teenage pregnancy. This is just one example of ways in which participation in structured positive youth development can reduce at-risk behaviors. Structured activities, especially those with adult interactions and leadership development, provide positive social development and lower these risky behaviors; however, this is not an immediate result, but one that is a delayed influence (McCabe, Modecki, & Barber, 2016). This supports the idea that long term participation in a structured program can help to reduce risky behaviors. By participating in a youth development program, especially one that

contributes to the reduction of at-risk behaviors, youth can navigate the path towards a productive adulthood, especially as it relates to the Arnett's Emerging Adulthood Theory (2000) discussed in the theoretical framework section.

Being a 4-H Camp Counselor Provides Meaningful Leadership Opportunities

However, it is not enough for youth to simply be in a structured program. According to Eccles and Gootman (2002), the program must have certain components, including "opportunities to learn skills, make a difference in their community, interact with youth from multicultural backgrounds, have experiences in leadership and shared decision making, and to make strong connections with nonfamilial adults" (p. 299). Leff, Retallick, and Franz (2015) further this idea by stating that youth should feel involved and comfortable to have a positive experience. The National 4-H website states that 4-H is "a research based experience that includes a mentor, a hands-on project, and a meaningful leadership opportunity" ("What is 4-H," para. 4, n.d.). For some youth, this meaningful leadership opportunity is provided through the 4-H Camp Counselor Training Program.

Duda (2009) states that the camp gives an opportunity for youth to participate in activities like kayaking, archery, and others that they may not get to do at home while "learning to live and interact with individuals in a way they never have before" (p. 18). Garst, Browne, and Bialeschki (2011) agree with their statement that camps provide the support and opportunity for positive youth development and that leadership development is a camp ritual for many camping programs through counselor-in-training and leadership-in-training opportunities. Being a 4-H Camp counselor positively affects teen leadership development through making teens more self-aware and responsible for the youth in their care (Carter & Kotrlik, 2008). As well, camp staff outcomes research indicates that camp experiences can aid in young adults' ability to become

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fully functioning adults with the ability to find employment, contribute to the community, and form partnerships (Garst, Browne, & Bialeschki, 2011). This increases even more when youth are involved in a camp counselor program long-term. Garst, Browne, and Bialeschki (2011) state that alumni self-reported their experiences as contributing to "twenty-first century workforce skills such as planning, decision making, communication, and teamwork" (p. 82). The 4-H Camp Counselor Program allows youth to develop teamwork, social skills, and initiative (Ferrari & McNeely, 2007). Brandt and Arnold (2006) found that, in their survey, camp counselor alumni self-reported leadership, responsible citizenship, contribution, and teamwork as the highest-ranking life skills developed. Further, Duncan (2000) found that younger camp counselors, ages 13 to 15, self-reported a high gain of overall leadership life skills as result of participation in the camping program. As such, it provides opportunity for participants to gain the twenty-first century workforce skills previously mentioned.

Junior 4-H Camp Counselor Training Program Background

The 4-H program is designed to provide youth with opportunities to develop life and leadership skills. There are numerous opportunities for youth of all ages to obtain leadership skills. Youth can participate in school enrichment programs, clubs, or camps. These camps may be in the form of day camps, weekend Cloverbud camps (for children between the ages of five and eight), 4-H Congress, or Junior 4-H Camp. Teenagers between the ages of fourteen and eighteen have the opportunity to take an active role in Junior Camp as a counselor. In order to do so, however, they must participate in the Junior 4-H Camp Counselor Training Program, a curriculum which is designed to teach risk management, how to deal with common camp scenarios, and how to be a role model and leader. State policy indicates that counselors must receive at least 24 hours of training, which can be a combination of formal sessions or informal

"on-the-job" training by helping at other events requiring supervision of younger youth. Duda (2009) states that the amount of practice that a counselor gets with leadership skills "overwhelmingly leads to a change in the level of ability to perform those skills" (p. 71). By providing opportunity for a mix of informal and formal training sessions, these skills may be developed easier.

Previous Study Limitations

Because of the qualitative nature of gathering evaluations of life skill development, 4-H Agents struggle to determine whether these skills have been obtained. There are a large number of studies related to 4-H content, such as curriculum development, but not much on how to improve the structure and functioning (Hamilton, 2014). Lekies and Bennett (2011) state that often, 4-H educators are not clear about evaluation expectations. Additionally, there is an increased demand for program evaluations from local government and federal funding sources and from grants that agents may seek, so it is key that relevant studies are available for agent and stakeholder use. Evaluating the Junior 4-H Camp Counselor Training Program provides a sample of the leadership skills gained through 4-H programming and will show the steps needed to improve their development. As faculty members, 4-H Agents are expected to contribute to the field of positive youth development through program evaluation (Arnold, 2006). Furthermore, camp directors are expected to evaluate the benefits and outcomes of their programs (Garst & Johnson, 2005). Fortunately, camping, camp counselor training, and volunteer training are among the most evaluated 4-H programs (Lekies & Bennett, 2011). Despite this, Carter and Kotrlik (2008) report that a very small number of these studies have been aimed at camp counselors.

By gathering additional data, we demonstrate that being a 4-H Camp Counselor indeed teaches life and leadership skill development through meaningful, hands-on projects and curriculum. Youth program directors need to determine how to incorporate authentic decision making power into their work, not just skill development, and an opportune setting is 4-H Camp (MacNeil, 2006). Ferrari and McNeely (2007) expand on this by affirming that, in the camp setting, counselors have the opportunity to develop meaningful leadership roles and responsibilities. Former counselors ranked the ability to lead groups, be a role model, and the knowledge of how to encourage others as the highest skills learned (Brandt & Arnold, 2006). This study expanded on the current research by determining which leadership-related skills are being developed by teens participating in the existing Junior 4-H Camp Counselor Training Program and how they plan to use these skills in areas outside of 4-H Camp.

Theoretical Framework

The theoretical framework for this study is Arnett's (2000) Emerging Adulthood (EA), a theory that focuses on human development for those in their late teens to early twenties. Because this project tracked leadership development through the Junior 4-H Camp Counselor Training Program and looked for a correlation between leadership skill development and the length of time in the program, EA theory works well to provide background for the developmental stage that the majority of the teen counselors are in. Not only does this work well for this particular project, but has been utilized in similar studies, such Marcus's (2010) research about forming identity while working at a summer camp.

EA theory states that there is a distinct age group in human development that is often overlooked or grouped within a wider age range that does not fully describe the development stage for those in their late teens to early twenties. EA theory finds fault with the theories of

Erikson, Levinson, and Keniston as being too generic or not suited to the modern world (Arnett, 2000). Erikson does not place ages on his development theory, Levinson stated that the purpose of this age is to prepare for a stable adulthood, and Keniston, while establishing the distinct age, wrote his theory during the youth protests of the sixties, which may have clouded his judgment (Arnett, 2000).

Arnett (2000) counters these by saying that, at this age, the majority of Americans do not self-report as having adult characteristics; more often, they give a median response of yes to some qualities and no to others. EA theory establishes that, in modern society, this age is more qualified to explore various interests in an effort to become self-sufficient. Research found that in order to feel that they have acquired this ability, individuals must be able to accept responsibility for one's self and to make independent decisions. Once this quality has been developed, then individuals self-report as being an adult (Arnett, 2000). In Figure 1, Arnett looks at a variety of potential transitions from adolescence to adulthood. He notes that Option B is the best as it shows the gradual transition through each stage (Arnett, 2007).
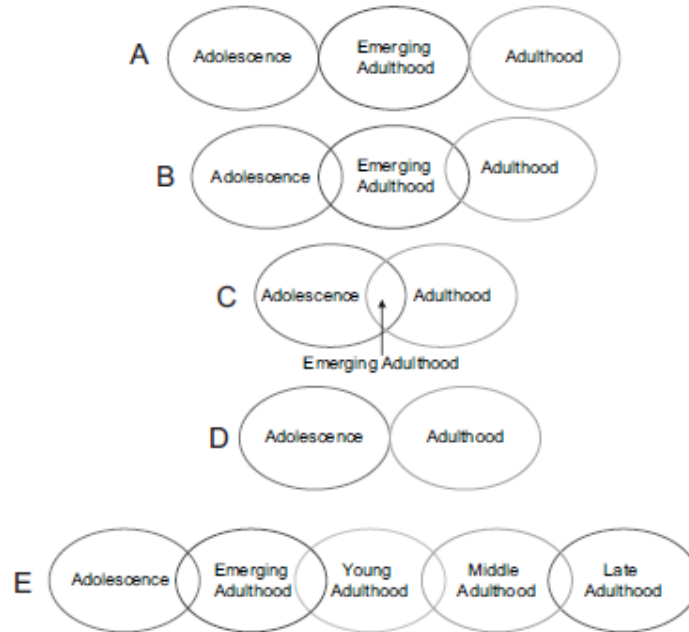
Figure 1. Possible configurations of emerging adulthood.

Figure 1. Emerging Adulthood Configurations. Reprinted from Child Development Perspectives, by J. Arnett (2007). Reprinted with permission by author.

Because the project's target population in this study is in this age group, the Emerging Adulthood theory was used in framing. Additionally, as Arnett (2000) believed, Option B, where adolescence and adulthood converge with emerging adulthood, was the transitional focus due to its ability to show a gradual transition between adolescence and adulthood. It was anticipated that most counselors would be in the emerging adulthood phase as they begin preparation for adulthood through the skills they gain during the Junior 4-H Camp Counselor Training Program and the subsequent camp experience. The camp environment is a prime setting for this age group to explore various identities related to adulthood. While there, counselors develop the ability to take responsibilities for one's self and to make independent decisions, skills that are key, not only in EA theory, but in developing leadership skills.

In addition to EA theory, Hendricks' (1996) Targeting Life Skills Model (Figure 2) was used to help determine which life skills were obtained. According to Long (2014), these life skills were chosen through Hendricks' review of other models and the subsequent consistent emergence of the skills presented in the model. While EA theory allows researchers to understand which stage of development most of the counselors are in, the Targeting Life Skills Model provides a way to define and measure the desired skills through the use of self-reporting and observation.

Figure 2. Targeting Life Skills Model. Reprinted from Iowa State University Extension and Outreach, by P.A. Hendricks (1996). Retrieved from http://www.extension.iastate.edu/4h/explore/lifeskills. Copyright 2016 by Iowa State University. Reprinted with permission.

Literature Review Conclusion

From the literature review, one can see that structured youth programs provide valuable leadership skill development for the youth who are involved. Through interactions with caring adults and providing opportunities for youth to be in leadership roles, 4-H demonstrates that it is one such program. Being a Junior 4-H Camp counselor is one way in which youth can participate and research has shown that camp counselor alumni report several gained leadership skills as a result of participating in programs such as this.

For this study, Arnett's Emerging Adulthood theory serves as the theoretical framework as it defines a particular age group (late teens to early twenties) and its development, discusses the transition from adolescence to adulthood and ascertains what skills people in this age group need to self-report as having gained in order to identify as adults. In addition, Hendricks' Targeting Life Skills model provides additional framework for survey question creation and pinpointing specific life skills to discuss.

Chapter Three: Methodology

The purpose of this study was to determine which leadership skills are currently being developed by youth participants in the Junior 4-H Camp Counselor Training Program and to understand participation in leadership roles in organizations outside of 4-H. As aforementioned, it is difficult to establish which life skills have been obtained by youth. There is some measure of outside observation that can be gathered, such as from parents, 4-H club leaders, or other adults who have an established, long-term relationship, but it does not fully capture all elements of life skills. Additionally, because the data is being pulled from counselors across the state of Virginia, the camping and training experience will vary. To combat this, the survey used a combination of multiple choice and open-ended questions to provide a well-rounded view of the 4-H Camp counselor experience in Virginia.

Sampling Procedures

The data was collected from 983 youth across the state of Virginia who have completed at least one year of the Junior 4-H Camp Counselor Training Program (i.e., youth who were in their second year of the program), in order to collect longer term impacts than a first year participant may have provided. Every counselor who met the criteria was given the opportunity to complete the survey, but it was not mandatory (S. Fisher, personal communication, April 28, 2017). Of those who participated in the training program and the survey, 776 participants of 979 respondents participated as a Counselor-in-Training (CIT) in a previous year. For some camping

clusters, CITs complete the training prior to camp along with counselors, but all CITs take a CIT

class during their camping week. Additionally, 41% of 958 respondents had only one year in the

program, 23% had two years, and 36% had three or more years.

None of the questions were mandatory, so the number of answers to each varies. Of those

who responded to the demographic information, 616 are female and 354 are male. The data

includes a variety of races and ethnicities as well: 32 American Indian or Alaskan Native

respondents, 19 Asian, 113 Black or African American, 16 Native Hawaiian or Other Pacific

Islander, 36 Hispanic or Latino, and 840 White. Again, not all participants responded to the

questions regarding demographics so while the total number of respondents is 983, only 970

stated their gender, 964 stated their race, and 884 stated their ethnicity. All respondents are

between ages 14 and 19.

Instrumentation

A survey was developed using Hendricks' (1996) Targeting Life Skills model and created

using the Qualtrics survey software (see Appendix B). Participants were directly asked about

their use of these skills either through naming of the skills (in a question such as "I set goals for

myself" that directly refers to the goal setting skill) or indirectly (in a question such as "I can

resist negative social pressures" that relates to self-responsibility, self-esteem, and managing

feelings). The survey was distributed electronically to teens at each of the 4-H Centers at the end

of each camping cluster's week of 4-H Camp, with the exception of Holiday Lake 4-H Center,

who did not have Internet access throughout the summer. Holiday Lake 4-H Center staff

administered the surveys via paper and then transferred answers to the electronic survey so that

the data was in one format (S. Fisher, personal communication, April 28, 2017). Teenagers are

typically Internet proficient and are not likely to use the mail to return a paper survey, so using

an Internet-based follow up survey, especially when the teens are still gathered, ensures a higher return rate. Moreover, having just recently completed 4-H Camp, their experiences were still fresh in their memories, which may have resulted in more accurate responses to some questions. Surveys were given weekly at each Center from the first week of June 2016 through the second week of August 2016 (S. Fisher, personal communication, April 28, 2017).

The survey asked youth how many times they have served as a counselor, types of leadership roles held at 4-H camp, and how their experience in the program resulted in various outcomes related to life skills (communication with others, respecting cultural differences, etc.). The survey also asked an open ended question regarding what skills they have learned that will assist in future endeavors and how they will use their experiences in the future (Appendix A). Engel, Jann, Lynn, Scherpenzeel, and Sturgis (2014) state that "mixed-mode designs have been used to reduce nonresponse and under-coverage problems, to reduce social desirability bias and interviewer effects, and to collect follow-up panel data at reasonable costs" (p. 23). By combining rating and open-ended questions, the survey provides more options for response.

Data Collection

The survey was developed by Virginia 4-H Agents and the State 4-H Camping Specialist who were members of the Careers and Leadership Subcommittee of the Positive Youth Development Program Team. This certified that the information gathered was relevant to the goals of all counties in relation to this training program. Also, utilizing a survey provides an easier and relatively inexpensive method of gathering large quantities of data in a short period compared to a data collection method such as observation, which requires more manpower and time.

The survey collected information about participants' self-perception of developed leadership skills and included questions about counselors' participation in leadership roles in outside organizations. The survey was distributed either electronically or paper-and-pencil at each of the 4-H Centers throughout the summer on the last day of each camping cluster's week at their respective 4-H Center. Weigold, Weigold, and Russell (2013) found in their study on survey equivalency that self-report survey measures administered through the Internet will achieve equivalent results to those via paper-and-pencil. Further, they stated that response time, comfort completing the questionnaires, and demographic data were reported equally by almost all participants in both instances. Weigold, Weigold, and Russell (2013) used college students as their sample population and found that they were comfortable with both modes, a finding consistent with this population's technology exposure. This relates to the sample population for this study, most of whom were younger than college students at the time of the survey, as they also have a high exposure to technology. As such, collecting data this way would not negatively affect survey results. All answers were confidential and were only used in a combined report with other participants' responses in an effort to obtain honest answers. Youth were not asked to give their names or provide other identifying information. Responding to the surveys did not influence future reacceptance into the program or have any negative impact on the participant's relationship with the 4-H program.

Data Analysis

In this study, participants rated their use of certain leadership skills in the survey. With close to one thousand responses, it was necessary to make the data more manageable, hence the use of measures of central tendency. Manikandan (2011) defines central tendency as a statistical measure that uses a single value as representation for an entire data set. In this instance, the

arithmetic mean was chosen as the most applicable result, so responses were averaged to develop an overall score for each self-reported skill. The arithmetic mean was chosen as the most applicable because, as Manikandan (2011) states, it utilizes every value in the data. It is important to note that one disadvantage is that extreme outliers can skew the data (Manikandan, 2011), but in this instance, since no extreme outliers were identified, the arithmetic mean is still a fair representation of the data. Additionally, as many responses used terminology such as "strongly agree," "agree", "disagree," and "strongly disagree," in order to determine the percentage of increased change, the results for agree and strongly agree or always and usually were averaged from the total number of responses to determine one percentage value for behavioral change. Further, the survey was administered through the Qualtrics program, which helps to calculate responses, making data analysis easier. Predicted outcomes included increased leadership roles within 4-H, school, and other community organizations and participants planning to return to the counselor program the following year.

Chapter Four: Summary of Outcomes, Analysis, and Recommendations

This section contains the data results collected from 983 respondents throughout the state of Virginia in the summer of 2016. The first objective for this study was to describe which leadership-related skills are currently being developed by teens participating in the Junior 4-H Camp Training Program. The second objective was to describe ways in which teens are currently using these skills and describe participants' perceived ways in which they will use these skills in the future outside of 4-H Camp.

Project Objective One

The first objective for this study was to describe which leadership-related skills are currently being developed by teens participating in the Junior 4-H Camp Training Program. Survey participants included 983 teenagers with at least one year of experience going through the camp counselor training curriculum. The survey covered many life skills and groups them into five general sections: self-esteem and confidence, ability to lead groups, speaking in front of groups, problem solving skills, and working as a team. Respondents indicated behavioral changes on scale of one (decreased) to five (increased) as well as answered questions about specific life skills within each subset (Figure 3 and Table 1).
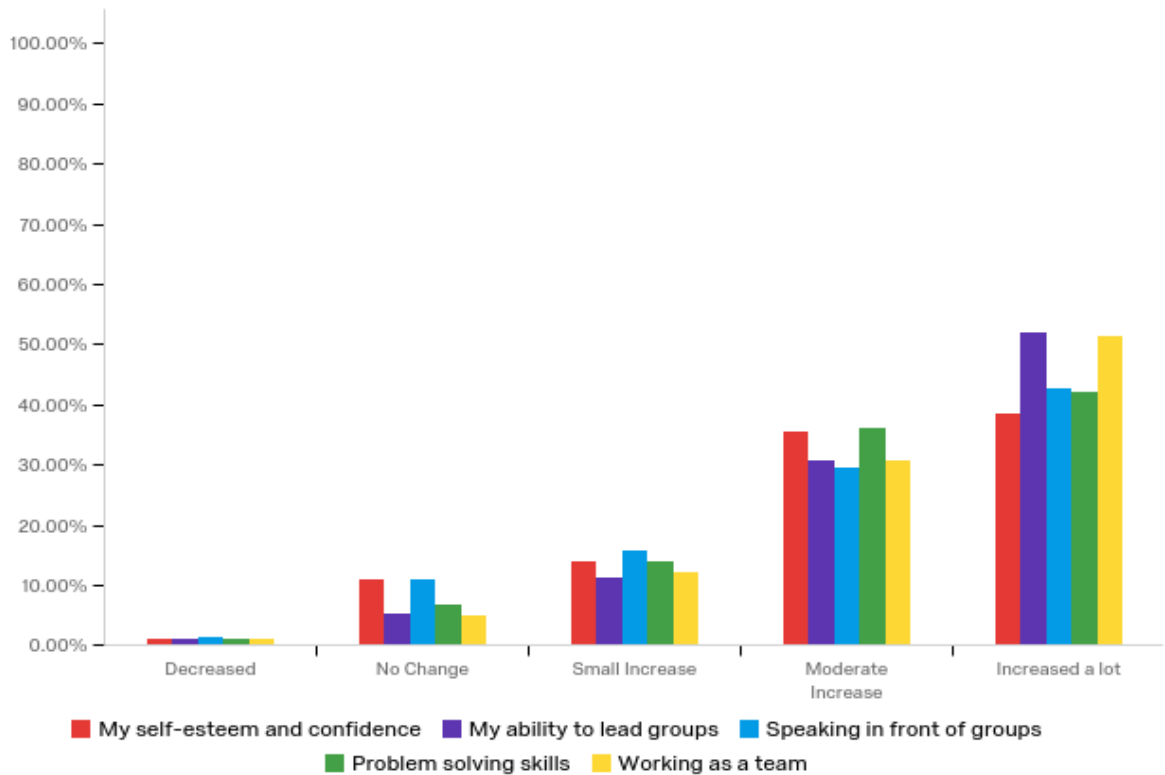

Figure 3. Life Skill Sections graphed results.

Table 1

Life Skill Sections as calculated by Qualtrics software

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
My self-esteem and confidence	1.00	5.00	3.99	1.03	1.06	974	25.98%	87.99%
My ability to lead groups	1.00	5.00	4.27	0.92	0.85	974	17.35%	93.84%
Speaking in front of groups	1.00	5.00	4.02	1.06	1.13	976	27.87%	87.91%
Problem solving skills	1.00	5.00	4.12	0.95	0.91	976	21.72%	92.32%
Working as a team	1.00	5.00	4.27	0.92	0.84	972	18.00%	94.24%
Problem solving skills	1.00	5.00	4.12	0.95	0.91	976	21.72%	92.32%

Self-esteem plays a key role in leadership. According to Matzler, Baeur, and Mooradian (2015), leaders with a high self-esteem are more likely to participate in transformational leadership. On the one to five scale, respondents answered with a mean score of 3.99, indicating that most recognize an increase in behavioral change related to self-esteem and confidence. As Table 2 displays, 95% of respondents stated they can resist negative social pressures, 96% indicated they can explain why their decisions are good ones, 93% stated they can set goals for themselves, and 98% indicated they take responsibility for their actions. When asked about these skills, youth reported a gain in "confidence and flexibility," "confidence and efficiency," "social and mental skills that come with being a leader," and "coming up with decisions with little time."

Table 2

Self-esteem, confidence, and the ability to lead groups results

Field	Always		Usually		Sometimes		Never		Total
I use information to make decisions	72.31%	705	24.51%	239	2.97%	29	0.21%	2	975
I set goals for myself	63.13%	618	29.42%	288	7.15%	70	0.31%	3	979
I take responsibility for my actions	80.16%	784	18.00%	176	1.84%	18	0.00%	0	978
I can explain why my decision is a good one	60.74%	594	35.17%	344	4.09%	40	0.00%	0	978
I consider the consequences of my choices	64.11%	627	29.65%	290	6.13%	60	0.10%	1	978
I can resist negative social pressures	65.20%	639	29.39%	288	5.10%	50	0.31%	3	980
I listen well to others	66.19%	648	29.01%	284	4.49%	44	0.31%	3	979
I am respectful of others	70.21%	648	23.73%	219	5.96%	55	0.11%	1	923
I have the confidence to speak in front of groups	53.48%	523	30.67%	300	14.72%	144	1.12%	11	978
I can resolve differences with others in positive ways	65.44%	640	31.90%	312	2.56%	25	0.10%	1	978
I work well with other youth	73.98%	722	23.26%	227	2.77%	27	0.00%	0	976
I encourage other team members to give their best effort	77.02%	754	19.92%	195	2.96%	29	0.10%	1	979
I work to build a team that includes people with different points of view	72.35%	704	24.05%	234	3.49%	34	0.10%	1	973

Additional aspects of self-esteem are related to relationships with others, as seen in Table 3. For instance, 99% of respondents stated that they have friends who care about them, can work successfully with adults, have adults in their lives who care about them and are interested in their success, and know community leaders who support them. Most tellingly in relation to self-

esteem, one respondent stated, "I learned how to act the same when I'm unsupervised as I would

when I am supervised. I also learned to lead by example."

Table 3

Self-esteem and relationships with others results

Field	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
I can work successfully with adults	70.90%	692	28.79%	281	0.31%	3	0.00%	0	976
I have friends who care about me	76.54%	747	22.54%	220	0.82%	8	0.10%	1	976
I know community leaders who support me	67.32%	655	30.63%	298	1.75%	17	0.31%	3	973
I have adults in my life who care about me and are interested in my success	83.28%	812	16.21%	158	0.51%	5	0.00%	0	975
I am someone who wants to help others	85.96%	839	13.83%	135	0.20%	2	0.00%	0	976
I like to work with others to solve problems	71.90%	701	27.08%	264	1.03%	10	0.00%	0	975
I have talents I can offer to others	61.33%	598	35.59%	347	2.87%	28	0.21%	2	975
I learned things that helped me make a difference in my community	69.57%	679	29.82%	291	0.51%	5	0.10%	1	976
I led a project that made a difference in my community	41.36%	402	47.84%	465	9.16%	89	1.65%	16	972

When answering about the ability to lead groups, the mean response was 4.27 on a scale

of one to five, indicating a stronger behavioral change because of the Junior 4-H Camp

Counselor Training program; and, more specifically, 97% of teens encourage other team

members (Table 2). One respondent stated, "I learned how to talk in front of people and I learned

how to help lead a group"; while another stated that he or she learned "how to lead others in a

positive way, without sparking any negative moods." Continuing along the same lines of

working in groups, when rating their ability to speak in front of groups, the mean score was 4.02

on a scale of one to five, with 84% indicating an increased confidence to speak in front of

groups. For problem solving skills, the mean score was 4.12 on the same one to five scale, again indicating a positive behavioral change. Related to this, 97% of respondents use information to make decisions and 94% consider the consequences of their choices, both key leadership skills (Table 2). These leadership skills and the others mentioned below can also be traced back to the Targeting Life Skills model (Figure 2) as making decisions is specifically mentioned, while considering the consequences of their choices could be considered self-responsibility.

Finally, respondents indicated the most increased behavioral change when discussing the ability to work as a team with a mean score of 4.27 on the one to five scale. Responses indicated that 95% listen well to others and explore cultural differences; 97% are respectful of others, value learning about other cultures, can resolve differences with others, and work well with other youth; 96% work to build a team that includes people with different points of view; and 99% respect people from diverse cultures, learned about people who are different from themselves, and want to meet new people from different cultures (Table 4). One participant stated that he or she learned "the ability to keep a conscious effort to empathize with younger youth and understand their emotions from a leadership role." These results support a direct increase in developed leadership skills through participation in the Junior 4-H Camp Counselor Training Program and list many specific leadership skills gained.

Table 4

Ability to respect cultural differences results

Field	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
I explore cultural differences	49.49%	481	45.58%	443	4.01%	39	0.93%	9	972
I value learning about other cultures	63.51%	618	33.61%	327	2.16%	21	0.72%	7	973
I respect people from different cultures	80.41%	780	18.66%	181	0.52%	5	0.41%	4	970
I have learned about people who are different from me	76.62%	744	22.45%	218	0.62%	6	0.31%	3	971
I want to meet new people from different cultures	74.33%	718	23.81%	230	1.14%	11	0.72%	7	966

Project Objective Two

The second project objective was to describe ways in which teens are currently using these skills and describe participants' perceived ways in which they will use these skills in the future outside of 4-H Camp. In an open-ended question, participants were asked about skills that they have learned. In the 875 responses, youth indicated that they are using the skills named above in instances of interacting with others, working as a team at school and in the community, and when problem solving in certain situations. One respondent stated that he or she learned "to communicate better with my peers in school," while another said that he or she would use these skills for "solving problems and working in groups." An additional respondent said, "I work better with others and I'm better at leading large groups of people." Even more respondents stated that they learned "[to stay] positive and patient in times of struggle and conflict," "anger management and control," "responsibility, trust, and respect," "[to lead] uncooperative people," and "responsibility and the ability to evaluate situations and execute in a positive way." One final participant stated, "In events of conflict, I've learned that it's most important to take time and

calm everyone down before trying to reach a solution." From these statements, one sees that participants are currently using the skills that they have learned, primarily when working with others. This also relates back to the Life Skills Model as participants name some of the same skills that Hendricks (1996) identified in Figure 2: teamwork, self-responsibility, cooperation, communication, conflict resolution, leadership, and decision making, and so on.

The other portion of this objective was to describe participants' perceived way in which they will use these skills in the future outside of 4-H Camp. This was also asked as an open-ended question wherein participants were asked to describe how they will use their experiences in the future and garnered 864 responses. Answers varied, including college/school, working with others, and the workforce. Specific answers included "I plan to be an EMT, so I will now know how to calm the patients," "I plan on taking them to other activities in my community," and "I will use this to help myself become the adult I want to be and achieve my goals of making the world a better place." Other answers included "I can use this experience to gain confidence to lead peers," "help solve problems in a way that's not intimidating or uncomfortable," and "I will be more responsible." One additional respondent stated, "I will always use what I have learned here with decisions making, integrity, open-mindedness, humility, friendliness, energy, and a ton of other qualities in everything I do, forever. I believe it will help me make more friends and be a better person overall." While there were overwhelmingly positive answers, one respondent did indicate that he or she "might not honestly." These results tie back to the Emerging Adulthood Theory (Arnett, 2000) in that youth are accepting responsibility and making independent decisions, but they are also exploring their interests to become self-sufficient, more of which is discussed in the analysis.

Project Analysis

This study sought to determine the relationship between leadership skill development and participation in the Junior 4-H Camp Counselor Training Program. Results from the survey indicated that the relationship is overwhelmingly positive with many respondents indicating positive behavioral changes of 90% or more for various life skills. Open-ended questions revealed that respondents see themselves using the skills learned through their program participation in their current lives and in the future.

The theoretical framework for this study was Arnett's (2000) Emerging Adulthood Theory and aligns closely with the results. As aforementioned, EA theory is the development stage for those in their late teens to early twenties. Arnett (2000) states that those in this age group explore various interests to become self-sufficient. The Junior 4-H Camp Counselor Training Program encourages teens to seek leadership opportunities based on their skill sets and to lead classes and activities based on their interests. To feel that they are self-sufficient, this age group must accept self-responsibility and make independent decisions. Again, because of this program, 98% of participants take responsibility for their actions, 97% use information to make decisions, and 96% can explain why their decision is a good one. One respondent stated, "I love the fact that 4-H helps the teens mature mentally and allows them to excel in leadership roles." These results specify that participation in the program helps this age group to navigate through becoming self-sufficient and self-identifying as adults.

It should be noted that all results are remarkably positive and a high percentage of respondents indicate an improvement in their skill development. While it is believed that the program does indeed increase leadership skill development, it is important to mention potential biases in reporting. It is assumed that youth would be honest, but they are self-reporting, which may introduce a certain measure of bias as respondents may want to please the trainers and

survey administrators with their answers or overestimate their abilities to give what Lam and Bengo (2003) call a socially desirable response. However, the survey is considered a post + retrospective pretest method, which Lam and Bengo (2003) define as asking participants "to recall pre-intervention status at posttest time" (p. 65). They further state that this method is supported by research over a pretest-posttest approach, as the data collected is often a more accurate estimate and can help to avoid bias in over- or underestimation of perceived change. The post + retrospective pretest method leads to the lowest degree of "satisficing" (providing a satisfactory response instead of exerting cognitive effort to provide an ideal answer), and consequently, lower the risk of social desirability responses (Lam & Bengo, 2003). As such, the data collected from this survey should provide more accurate self-reporting data than what may come from other methods.

However, there are several ways to improve this study and survey. First, all questions should be made mandatory, including a "not applicable" option, so that the data remains consistent throughout. While there were many responses, providing for greater impact, the inconsistency in answers per question reduces the reliability and consistency of data throughout.

Also, to provide a more well-rounded view of participants, the survey should include questions about why participants chose to become 4-H Camp counselors and a rating scale for the likelihood of using these skills in the future. Asking why they chose to become counselors can add to research background knowledge and can help stakeholders to determine if participants are achieving the goals for which they hoped. Asking for examples of how they will use these skills provides good qualitative data, but combining it with quantitative data shows a stronger relationship between the training program and the resulting leadership skill development.

A third improvement would be to develop separate surveys for those in their first, second, and third or more years to separate out impacts of the program based on the length of time within it. One would expect to see distinct levels of skill development the longer that a participant is in the program. For instance, a first-year counselor may begin public speaking skill development and his or her greatest accomplishment in that inaugural year may be speaking in front of his or her group of campers. A third or fourth year counselor, however, is expected to take that skill higher and exhibit comfort leading a song in front of the whole group or teaching a class for example. While these two skills both fall within leadership skill development, it is easy to see their differences.

One further improvement would be to administer a follow-up survey several months after the survey given immediately after the camping experience. Though an immediate follow-up survey can ensure that experiences are fresh in one's memory, a longer span between the experience and a questionnaire about the program and its impacts may allow for more time for reflection for the participant. For example, a counselor who may not have participated in leadership roles at school previously may find himself an officer in a school club months later and attribute it to involvement in the training program, which would not have been reported in the initial survey. Taking this a step further, connecting with alumni who are several years out of the program can show long-term impacts from their participation. A college student or young adult may be better able to verbalize or identify the impacts of the program on their lives than a teenager.

Because of the recommendations to develop surveys based on years of program participation and to complete follow-up surveys, survey developers should consider including tracking methods for each respondent. This may come in the form of an ID number associated

with each participant or some other method, but by tracking each participant, one can track their growth throughout the program. This will raise a need for additional confidentiality measures, however, to ensure the privacy of participants and additional reassurance measures that participation will not affect one's relationship with the 4-H program or future selection to be a camp counselor.

In line with this, one final recommendation would be to improve survey administration. Previously, it was noted that all participants entered their own information electronically except for the participants at the Holiday Lake 4-H Educational Center due to their lack of Internet connection. Here, the survey was administered via paper-and-pencil and Center staff transferred the answers to the electronic survey. While it is assumed that staff entered answers exactly as provided, there is room for error: illegible writing, mistakes when entering data, or even a desire to show positive results all leave room for potential fallacies. Moreover, where are the paper surveys stored pre- and post-entering? The program team should consider having two or more trained staff members (one at the Center and one at the State 4-H office) to review the data to make sure that it was entered accurately and to have a plan for secure data storage.

Recommendations

The Careers and Leadership Subcommittee of the Positive Youth Development Program Team should concentrate on improving the survey for future use per the recommendations in the previous section. The data that is being gathered is valuable and by improving study methodology, the team can reduce both data gathering errors and potential skepticism related to the results. In addition to this, the team should focus on creating an actual training curriculum for use with this age group.

Because the program has seen such positive results, there are few recommendations to make for its improvement, but there is one major oversight: the curriculum should be streamlined for this age group. As previously stated, training curriculum is flexible for use by each camping cluster. In fact, it is almost reduced to a checklist of training topics to cover (Appendix C) and using the Virginia 4-H Camping Handbook, last updated in 2015, to pull information for training. Nevertheless, 4-H Agents across the state make sure that relatively the same information gets disseminated to participants and participate in a yearly camping update meeting to make sure that their information is current. Developing a true curriculum specifically for this age group would only serve to increase the positive impacts and outcomes and would add to the consistency of results.

When referencing the training topics checklist in Appendix C, it should be noted that there are portions which may vary based on which 4-H Educational Center that is hosting the camping cluster (i.e., emergency procedures, medication administration procedures, etc.). However, there are many topics that stay the same no matter the location, such as child developmental stages or the camp purpose. In these cases, it is recommended that the training curriculum include specific lessons on how to teach those topics and accompanying activities. Further, because survey results indicated that 79% of 979 respondents participated in a Counselor in Training program, 23% of 958 respondents had been a counselor for two years, and 36% of 958 respondents had been a counselor for three or more years, it is suggested that multiple lessons be developed for each topic so that trainers can choose which one to complete each year. This may help to reduce participant boredom as well as encourage veteran participants to be more actively engaged in trainings when combined with activities geared towards their age group.

Not only should the curriculum be developed for this specific age group and include multiple lessons, the State 4-H Office, 4-H Educational Center staff, 4-H Agents, and experienced program participants should be the creators. Each stakeholder group brings a different, valuable viewpoint. The State 4-H Office provides oversight to the program and has access to certain resources unavailable at the local level. The 4-H Educational Center staff can give input into recent policy updates from the American Camping Association and on their own Center-specific policies. 4-H Agents work with the program participants for a longer timeframe and in a more consistent manner than the other groups and, as the trainers, can test out lessons before finalizing curriculum. Experienced program participants can help to make sure that lessons are interactive and engaging for their peers. Franz (2013) states that a key feature of Extension is involving stakeholders in a myriad of ways: program needs assessments, design, and implementation among others. By involving these groups, Franz (2013) further states that community buy-in is enhanced and human and community development is reinforced. When buy-in is enhanced, it is more likely that the curriculum will be used consistently.

Conclusion

The collaborators in this program include Virginia 4-H Agents and the State 4-H Camping Specialist; the Virginia Cooperative Extension System, including 4-H Educational Center staff; National 4-H Council; and the American Camping Association. All participating organizations have a stakeholder's interest in determining which leadership skills youth are developing through this program.

4-H has a solid history of increasing leadership skills in youth and long-term involvement in 4-H further magnifies that. 4-H Camp in particular is an opportune setting for youth to learn a wide variety of life skills. While most studies look at camper skills, this study analyzed at what

skills counselors obtain and helps the overall 4-H program determine how well teens are being served.

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Appendices
Appendix A: Leadership Skills Developed Through 4-H Camping Action Plan

Program Team	4-H Positive Youth Development
Program Name	Leadership Skills Developed Through 4-H Camping
Contact(s)	Dave Winston dwinston@vt.edu (540) 231-5693 Krista Gustafson kgustafson@vt.edu (804) 693-2602
Situation	Virginia 4-H is known for developing leadership skills of youth who serve as teen leaders in the 4-H camping program. In qualitative evaluation, both youth and parents value the hands on opportunities and trainings we provide, yet a comprehensive statewide evaluation of the youth leadership skill set has not been undertaken. A leadership survey utilizing national common measures would offer assurance that youth across the state are reaching the specific outcomes we have planned, and it would help us to better articulate the impact of our programs.
Measurable Outcomes (short, medium, long)	**Short Term** Number of youth who learn about leadership skills. **Medium Term** Number of youth who practice leadership skills learned. Number of youth who provide leadership for another 4-H program/project. **Long Term** Increased number of 4-H alumni who report that leadership skills have translated into academic and career success.
VCE Response	Develop, administer, and evaluate leadership surveys for 4-H teen leaders and alumni. Survey will assess leadership outcomes that relate to academic and career success. A system to track teen leader involvement in 4-H leadership roles will be developed. Engage appropriate youth leadership specialists.
Professional Development	Programming for youth leadership outcomes and measuring success will be offered as professional development at Winter Conference or 4-H Symposium. Common Measures training for 4-H agents will be offered.
Evaluation Type (Focused, Impact)	Focused
Evaluation Plan/Tool	Qualtrics surveys will be developed that are patterned after current Common Measures surveys.
Buy-in Expectations	4-H agents would be expected to utilize the surveys with teen leaders in the camping program during camp evaluation. A second survey would be administered during the following year's teen training. Attend training on Common Measures.

("Leadership Skills Developed Through 4-H Camping Action Plan," n.d.)

Appendix B: Instrumentation

Leadership Skills Developed Through 4-H Camping

Q1 Virginia 4-H is known for developing leadership skills of youth who serve as teen leaders in the 4-H camping program. We appreciate your time in helping us assess the extent to which your experience as a 4-H camp teen counselor has helped your development in leadership skills as they relate to future academic and career success. Please take a few minutes to answer the following questions about how your participation as a 4-H camp teen counselor has influenced you and your growth in leadership skills and abilities.

Q2 Did you participate as a Counselor in Training (CIT) at 4-H camp prior to becoming a Teen Counselor?
○ Yes (1)
○ No (2)

Q3 How many years have you served as a Teen Counselor at 4-H camp?
○ One year (1)
○ Two years (2)
○ Three or more years (3)

Q4 What types of leadership roles have you held at 4-H camp? (Check all that apply.)
❑ Teacher or instructor for camp class (1)
❑ Group, pack or cabin leader (2)
❑ Activity leader (3)
❑ Other (4) _____

Q5 Please indicate how often your experience as a 4-H camp teen counselor has resulted in the following outcomes? (Select one response in each row by marking the appropriate circle.)

	Always (1)	Usually (2)	Sometimes (3)	Never (4)
I use information to make decisions (1)	○	○	○	○
I set goals for myself (2)	○	○	○	○
I take responsibility for my actions (3)	○	○	○	○
I can explain why my decision is a good one (4)	○	○	○	○
I consider the consequences of my choices (5)	○	○	○	○
I can resist negative social pressures (6)	○	○	○	○
I listen well to others (7)	○	○	○	○
I am respectful of others (8)	○	○	○	○
I have the confidence to speak in front of groups (9)	○	○	○	○
I can resolve differences with others in positive ways (10)	○	○	○	○
I work well with other youth (11)	○	○	○	○
I encourage other team members to give their best effort (12)	○	○	○	○
I work to build a team that includes people with different points of view (13)	○	○	○	○

Q6 Please indicate to what extent you agree or disagree that your experience as a 4-H camp teen counselor has resulted in the following outcomes? (Select one response in each row by marking the appropriate circle.)

	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)
I can work successfully with adults (1)	○	○	○	○
I have friends who care about me (2)	○	○	○	○
I know community leaders who support me (3)	○	○	○	○
I have adults in my life who care about me and are interested in my success (4)	○	○	○	○
I am someone who wants to help others (5)	○	○	○	○
I like to work with others to solve problems (6)	○	○	○	○
I have talents I can offer to others (7)	○	○	○	○
I learned things that helped me make a difference in my community (8)	○	○	○	○
I led a project that made a difference in my community (9)	○	○	○	○

Q7 Please indicate to what extent you agree or disagree that your experience as a 4-H camp teen counselor has resulted in the following outcomes. (Select one response in each row by marking the appropriate circle.)

	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)
I explore cultural differences (1)	○	○	○	○
I value learning about other cultures (2)	○	○	○	○
I respect people from different cultures (3)	○	○	○	○
I have learned about people who are different from me (4)	○	○	○	○
I want to meet new people from different cultures (5)	○	○	○	○

Q8 How much, if any, has your experience as a teen counselor changed you in each of the following ways?

	Decreased (1)	No Change (2)	Small Increase (3)	Moderate Increase (4)	Increased a lot (5)
My self-esteem and confidence (1)	○	○	○	○	○
My ability to lead groups (2)	○	○	○	○	○
Speaking in front of groups (3)	○	○	○	○	○
Problem solving skills (4)	○	○	○	○	○
Working as a team (5)	○	○	○	○	○

Q9 As a teen counselor, what skills do you feel you have learned that will assist you in your future endeavors?

Q10 Describe how you will use your experiences as a teen counselor in the future.

Q11 How old are you? Age (in years)

Q12 What grade are you in?

Q13 Which of the following best describes your gender? (Mark one circle.)
○ Male (1)
○ Female (2)

Q14 Which of the following best describes your race? (Mark each circle that applies to you.)
❑ American Indian or Alaska Native (1)
❑ Asian (2)
❑ Black or African American (3)
❑ Native Hawaiian or Other Pacific Islander (4)
❑ White (5)

Q15 Which of the following best describes your ethnicity? (Mark one circle.)
○ Hispanic or Latino (1)
○ Not Hispanic or Latino (2)

Q16 Which of the following best describes the primary place where you live? (Mark one circle.)
○ Farm (1)
○ Rural (non-farm residence, pop. < 10,000) (2)
○ Town or City (pop. 10,000 - 50,000) (3)
○ Suburb of a City (pop. > 50,000) (4)
○ City (pop. > 50,000) (5)

Appendix C: Holiday Lake 4-H Ed Center Camp Volunteer Checklist & Documentation Form

Holiday Lake 4-H Educational Center
Camp Volunteer Checklist & Documentation Form

ACCREDITED

Volunteer Name: _____ Role: _____

Unit: _____ Agent: _____

Staff Screening

Extension Agent or staff member should initial each of the following as they are complete

_____Personal Interview

_____National Sex Offender Registry check

_____Virginia Sex Offender Registry check

_____Health History Form

_____Standards of Behavior for 4-H Volunteers

_____Media Release Form

_____ 4-H Volunteer Application/Enrollment*

_____ General Waiver (when applicable)

_____Equine Waiver (when applicable)

_____Special Dietary Needs Form (when applicable)

_____Medication Form (when applicable)

_____Reference checks (work history optional)

_____Criminal background check

*4-H Volunteer Application/Enrollment Long Form (adults 19+), 4-H Camp Teen Counselor Application (teens 14-18), Camp Staff Application (4-H Center Staff)

Pre-Camp Training

Extension Agent, staff member or volunteer should check each topic as it is covered in pre-camp training.

- Camp purpose
- Camp goals
- Youth development through 4-H camping
- Training expectations (for paid and volunteer staff)
- Position descriptions (for paid and volunteer staff roles: CIT, teen counselor, adult volunteer, staff)
- Roles and expectations (of paid and volunteer staff)
- Standards of behavior
- Expectations for volunteer performance and evaluation of performance
- Time off and leaving camp policies
- Sexual harassment (types, how to respond)

- Camper supervision (lodge checks, day and nighttime)
- Child protection
- Accountability/chain of command
- Recognizing, preventing, reporting child abuse/child maltreatment
- Limits of authority
- Developmental characteristics of camp-age youth
- Managing youth behavior at camp
- Role modeling
- Negligence/liability/duty of care
- Above Suspicion Policy

- Volunteers' roles in health care
- Blood borne pathogens/universal precautions
- Medication collection and administration procedures
- 4-H center emergency policies and procedures
- Sensitive issues
- Camp as an inclusive environment
- Programming objectives
- Programming safety considerations
- Programming operating procedures
- Common 4-H camp situations
- Other: _____

Assessment of 4-H Camp Staff Competency Completion Date: _____

Volunteer Signature:_____

Date:_____

Agent Signature:_____Date:_____