

Alaska 4-H Planning Retreat February 13-15, 2007

Notes from dialog with Pete Pinney and the overall planning session.

It's ALL 4-H

Brainstorming the NEW LANGUAGE of Alaska 4-H

- Continuum of youth experiences
- Delivery modes –
 - 4-H clubs
 - 4-H after school
 - 4-H school enrichment
 - 4-H Camps
 - 4-H Special interest
 - 4-H School enrichment
- Life skills development
- Workforce preparation
- “4-H is community of young people throughout Alaska learning leadership, citizenship and life skills”
- Specify the delivery mode when identifying 4-H as a research-bases/evidence-based positive youth development program/experience
- University-based PYD program

Decisions

It's ALL 4-H – change the language

Pete - will arrange for a grant-writing workshop

Peter and Pete – will follow up on exploring opportunities for a 4-H partnership in IPY

Questions for Pete to address after the retreat...

Use of pro cards for grants

Bigger issues of accounting processes and reimbursement

4-H relationship with UAF student services and admissions

4-H Risk Management - Issues and language of new policy

Dialog after reviewing the interview data book – “What needs attention?”

Marketing and communication

TOMA

Revisit the March 2006 National 4-H Council Survey results

Increase the funding for 4-H

Attention to systems – short and long term goals

How does 4-H become a part of the university?
CES/4-H building relationships within the university
Need hard money for staff positions
Need a full time state 4-H leader

“Strategic” Plan – DRAFT---DRAFT---DRAFT!!!

REMINDER – In our brief time together, in only one session, we could not possibly create a polished strategic plan for 4-H in Alaska. But we made a substantial start and it will be refined and enriched as staff continue to work with it. Here are a few recommendations for follow up:

- 1. Everyone who participated should review the document closely and share corrections with Peter and dawn as soon as possible.**
- 2. Peter, it would add value to those with 4-H assignments who were not with us for you to make an appointment for a personal phone call to review and discuss.**
- 3. Create a web-based opportunity for feedback, reactions and dialogue on key strategic pathways. Decide how and who to target among stakeholders and community members and engage each district staff in personally inviting people to comment. This is important and you want the voices of your current and future constituents to be heard and valued before moving forward. And you need broad commitment that comes from engaging in the process!**
- 4. By July, you should be ready to revise into a pretty refined statement of your focus and goals for the next few years. Be sure that rigorous faculty and staff accountabilities for implementation are included in the overall plan as well as each faculty member’s performance plan. Consider using the SMART objective format if it fits the university performance management system.**