

Determining the Professional Competencies of Extension Agents

USING THE 4-H ACCESS, EQUITY, AND OPPORTUNITY PRKC

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Conclusions

- NAE4-HA can use the results of this study to create targeted and intentional professional development for its association members. State 4-H programs could also use the results for professional development
- More research is needed to ensure the PRKC is current and holistic, as well as to measure the impact the PRKC framework has on the 4-H program

Results

- High priority needs:
 - "Actively recruits, supports and retains volunteers, advisory members, and partners who reflect the diversity of the community"
 - "Engages local, diverse, community-based individuals in advisory committees, volunteer opportunities, etc"
 - "Engages the community in designing the learning opportunities"
 - "Collaborates with diverse communities/individuals to assess their needs"
 - "Gains sufficient, meaningful input from diverse communities/individuals to design programs"
- Low priority needs:
 - "Demonstrates awareness of one's own cultural beliefs and practices"
 - "Understands one's own cultural heritage and acknowledges how it affects their values and assumptions"
 - "Seeks new knowledge regarding cultural beliefs and practices"

Introduction

- The 4-H program aims to provide opportunities for all youth to thrive, and creating an atmosphere of inclusion is critical to the 4-H mission
- 4-H Extension professionals lead the volunteer-delivered program and must be competent to provide educational programs to all youth within their local communities
- It is critically important to ensure 4-H professionals are trained and competent in working with diverse audiences as the 4-H mission mandates

Conceptual Framework

- 4-H Professional Research, Knowledge, and Competencies

Purpose

- Assess the professional development needs of National Association of Extension 4-H Association (NAE4-HA) members using the access, equity, and opportunity 4-H PRKC

Methods

- Population: 3,316 NAE4-HA members, separated into two groups of 1,658 members, and we assigned one group to our study, yielding a total response rate of 25%
- Calculated a mean weighted discrepancy score (MWDS) to identify the difference between the perception of importance and ability regarding a competency

References

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