

North Carolina 4-H Youth Development

**New Professional
Competencies Assessment**

**Youth Program Development
and
Equity, Access, and Opportunity**



Name: _____

Title: _____

County: _____

Adapted July, 2005 based upon the
4-H Youth Development
Professional Research & Knowledge Competency (PRKC)
Taxonomy (2004)

Instructions

For each of the following 30 individual professional competencies, organized into six taxonomy areas, assess your current level of professional expertise. Use the following operational definitions:

Well Understand: High level of current expertise; Have demonstrated this competency in previous professional responsibilities; can serve as a mentor to peers in developing this competency

Understand With Training: Some level of current expertise; Are aware of this competency but have limited experience in implementing it; Potential topic for in-service training

Don't Understand: No current expertise with this competency; Need immediate assistance from district liaison and peers in implementing it; definite topic for in-service training

Youth Program Development

Planning, implementing, and evaluating programs that achieve youth development outcomes.

Youth development professionals understand:

Specific 4-H PRKC Components	Well Understand	Understand With Training	Don't Understand
Accessing Existing Data			
Gathering Community Perspectives			
Utilizing Current Research			
Theories of Change			
Logic Modeling			
Evaluation Planning			
Learning Styles			
Learning Strategies			
Curriculum Development			
Instructional Design			
Component Evaluation Approaches and Perspectives			
Evaluation Design			
Evaluation Methods			
Evaluation Analysis and Interpretation			
Communicating Evaluation Results			

Comments:

Equity, Access & Opportunity

Interacting effectively and equitably with diverse individuals; increasing meaningful involvement and building long-term relationships with diverse communities.

Youth development professionals understand:

Specific 4-H PRKC Components	Well Understand	Understand With Training	Don't Understand
Personal Readiness Toward Diversity Dimensions of Diversity Values, Norms and Practices Awareness Pluralistic Thinking Power, Privilege and Policy Awareness Open Attitude Toward Diversity Speaking Consciously Active Listening Needs Assessment for Relevant and Diverse Programming Program Design for Relevant and Diverse Programming Program Implementation for Relevant and Diverse Programming Collaboration for Relevant and Diverse Programming Policies and Procedures for Inclusive Organizations Staffing and Staff Development for Inclusive Organizations Community Outreach for Inclusive Organizations			

Comments: