4-H Citizenship Logic Model – Civic Engagement

Situation	Inputs	Outputs	Outcomes		Impacts
	Focus Areas	**Activities**	**Short term**	**Intermediate**	**Conditions**
Description of challenge, problem, or opportunity: -Low participation rates reflect a decline of trust in public institutions and public leaders. -Youth experience a lack of meaningfulness in civic experiences. -Civic engaged youth are more likely to register to vote, write to a public official, investigate compelling political issues, participate in lawful demonstrations, and boycott certain products or stores. -Youth in the United States are below the international average in their understanding of the role of a citizen and citizens' political rights.	*What we invest:* -Evidence-based and evidence-informed curricula -Land Grant and Public Universities -Human resources -Existing 4-H Youth Development and Families curricula, delivery modes, and programs -National reports and standards that establish benchmarks for outcomes -Support of national partners -Research and literature focused on youth, family and community development -Financial support -Relationships with national, regional, state	*What we do:* -Cooperative and experiential learning, non-formal education programs -Peer mentoring -Family engagement -Projects, trainings, workshops, internships and apprenticeships -Applied research -Evaluations -Convened coalitions -Grant proposals developed and awarded -Needs assessment -Social marketing campaigns -Disseminated and replicated programs -Published curricula and peer-reviewed articles/resources -Engage young people in political education and awareness	*Occurs when there is a change in knowledge or the participants learn:* Children, youth and families -Increase knowledge of context, problems, history, and policies Youth and families -Attitude conveying ability to positively affect community needs Youth, family and the community -Develop skills to increase engagement in civic issues by all community members Children, youth, families, and the community -Aspire to positively affect community and world issues	*Occur when there is a change in behavior or the participants act upon what they have learned and:* Children, youth and families -Personally seeking civic engagement for self, as well as community Youth and families -Create opportunities to affect change in the community Community -Provide access to places where knowledge can be gained	*Occur when a societal condition is improved due to a participants action taken in the previous column:* Children, youth and families -Economic improvements will occur due to the activities of an engaged community Youth and families -Civic engagement in the health of a community will increase the health of the environment Youth, family and the community -Social interaction will center around being engaged in civic matters Children, youth, families and the community -Civic improvements will be accomplished by engaging the community in its entirety civic engagement

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	and experts, networks, advocates and facilities -Youth leaders and partnerships with young people -Electronic resources -Voice -Informed decision making -Advocacy -Activism	-Build skills and capacity for power analysis and action around issues young people identify -Help young people build collective identity of young people as change agents -Engage young people in advocacy and negotiation *Who we target:* -Youth, families staff, volunteers, community leaders, partner organizations, collaborators -Special focus on new and underserved youth and families		

Assumption – 4-H makes valuable contribution to youth; Extension contributes to civic engagement in the youth and their families; youth and their families are more involved in meaningful learning experiences; 4-H youth will have more variety in choices and opportunities; 4-H programs promoting civic engagement will evolve; youth and their families have the ability to increase civic engagement among themselves and their communities; citizenship is a dynamic and

External Factors – Peer influence has a strong impact on creating changes; families will continue to face resource constraints; demands on family time will continue to be a factor in the programs they choose to participate in over time; changes in civic engagement will impact young people and their families

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fluid process and the learning must reflect this approach; includes both short and long-term experiences; young people will drive their own learning with the support of an adult; technology accelerates learning; community is defined broadly and in many ways by the community members; opportunities will be provided for youth to have learning experiences at the local, state, national and global levels; youth and adults communicate, interact, and collaborate in new and innovative ways

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