

4-H Citizenship Logic Model – Service

Situation	Inputs	Outputs	Outcomes		Impacts
	Focus Areas	Activities	Short term	Intermediate	Conditions
<p><i>Description of challenge, problem, or opportunity:</i></p> <p>-83% of high schools and 77% of middle schools in the United States were participating in community service, only 46% and 38% of these schools, respectively, had students in curriculum-based service-learning programs.</p> <p>-Youth are living in stressful communities.</p> <p>-Youth who have recently chosen to participate in civics or government classes are more likely to help solve community problems, volunteer, make consumer decisions for ethical or political reasons, have registered to vote.</p> <p>-Youth who participated in school</p>	<p><i>What we invest:</i></p> <p>-Evidence-based and evidence-informed curricula</p> <p>-Land Grant and Public Universities</p> <p>-Human resources</p> <p>-Existing 4-H Youth Development and Families curricula, delivery modes, and programs</p> <p>-National reports and standards that establish benchmarks for outcomes</p> <p>-Support of national partners</p> <p>-Research and literature focused on youth, family and community development</p> <p>-Financial support</p> <p>-Relationships with national, regional, state</p>	<p><i>What we do:</i></p> <p>-Cooperative and experiential learning, non-formal education programs</p> <p>-Peer mentoring</p> <p>-Family engagement</p> <p>-Projects, trainings, workshops, internships and apprenticeships</p> <p>-Applied research</p> <p>-Evaluations</p> <p>-Convened coalitions</p> <p>-Grant proposals developed and awarded</p> <p>-Needs assessment</p> <p>-Social marketing campaigns</p> <p>-Disseminated and replicated programs</p> <p>-Published curricula and peer-reviewed articles/resources</p> <p>-Provide services to address individual problems and pathologies of young people</p>	<p><i>Occurs when there is a change in knowledge or the participants learn:</i></p> <p>Children, youth and families</p> <p>-Knowledge of services needed by the community</p> <p>Youth and families</p> <p>-Positive attitude toward meaningful service</p> <p>Youth, family and the community</p> <p>-Develop skills needed to analyze community and world problems</p> <p>Children, youth, families, and the community</p> <p>-Positively affect youth's aspiration in developing world change</p>	<p><i>Occur when there is a change in behavior or the participants act upon what they have learned and:</i></p> <p>Children, youth and families</p> <p>-Personally seeking opportunities to serve in the community</p> <p>Youth and families</p> <p>-Create opportunities to affect change in the community</p> <p>Community</p> <p>-Pursue services that will contribute to the betterment of community</p>	<p><i>Occur when a societal condition is improved due to a participants action taken in the previous column:</i></p> <p>Children, youth and families</p> <p>-Service focused communities will better the economic situation</p> <p>Youth and families</p> <p>-Service providing awareness on environmental issues will increase the health of a community</p> <p>Youth, family and the community</p> <p>-Social interest in service increases positive citizenship activities</p> <p>Children, youth, families and the community</p> <p>-Increasing interest, awareness, and activities in community improvement will ensue when civic service is provided</p>

<p>required community service were more likely to graduate from college.</p> <p>-Young people who perform voluntary community service are more likely to graduate from college.</p>	<p>and experts, networks, advocates and facilities</p> <ul style="list-style-type: none"> -Youth leaders and partnerships with young people -Electronic resources -Community service -Service learning -Community youth development 	<p>-Program defined around treatment and prevention</p> <p><i>Who we target:</i></p> <ul style="list-style-type: none"> -Youth, families staff, volunteers, community leaders, partner organizations, collaborators -Special focus on new and underserved youth and families 			
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Assumption – 4-H makes valuable contribution to youth; Extension contributes to opportunities to serve for 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 service will evolve; youth and their families have the ability to increase service in their communities; citizenship is a dynamic and fluid process and the learning must reflect

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 service will impact young people and their families

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

