# Logic Model: 4-H

Situation: XXXXXXXXXXXXXXXXXXXXX

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| **INPUTS** | **OUTPUTS** | | **OUTCOMES – IMPACT** | | |
|  | **Activities** | **Participation** | **Short-term** | **Medium-term** | **Longer-term** |
| What we invest | What we do | Who is reached | What do we think participants will know, feel, or be able to do after participating in program? | How do we think participants will behave or act differently after participating in program? | What kind of impact can result if participants behave or act differently after participating in program? |
| 4-H Youth Development Educators and Specialists  Adult Volunteers | Develop and deliver curriculum and instruction for:   * xxx | Youth in grades 4-12 | Youth understand   * Youth will * Youth will | Youth will use/apply knowledge and skills learned in future \_\_\_\_\_\_\_\_\_\_\_ opportunities  Youth will use/apply knowledge and skills in \_\_\_\_\_\_\_\_\_ | Youth will seek out future opportunities, activities, courses, education, degrees, jobs/work related to \_\_\_\_\_\_\_\_\_\_ |

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| **Assumptions** | **External Factors** |
| 1. Activities framed around eight essential elements, 4-H guiding principles & mission mandates  2. Delivery modes (club, afterschool, school enrichment and camp)  3. Experiential learning  4. Place-based education (local priorities) | 1. Funding support  2. Youth culture, trends, social norms, media  3. Other youth developing organizations  4. Political priorities, public will, environment |