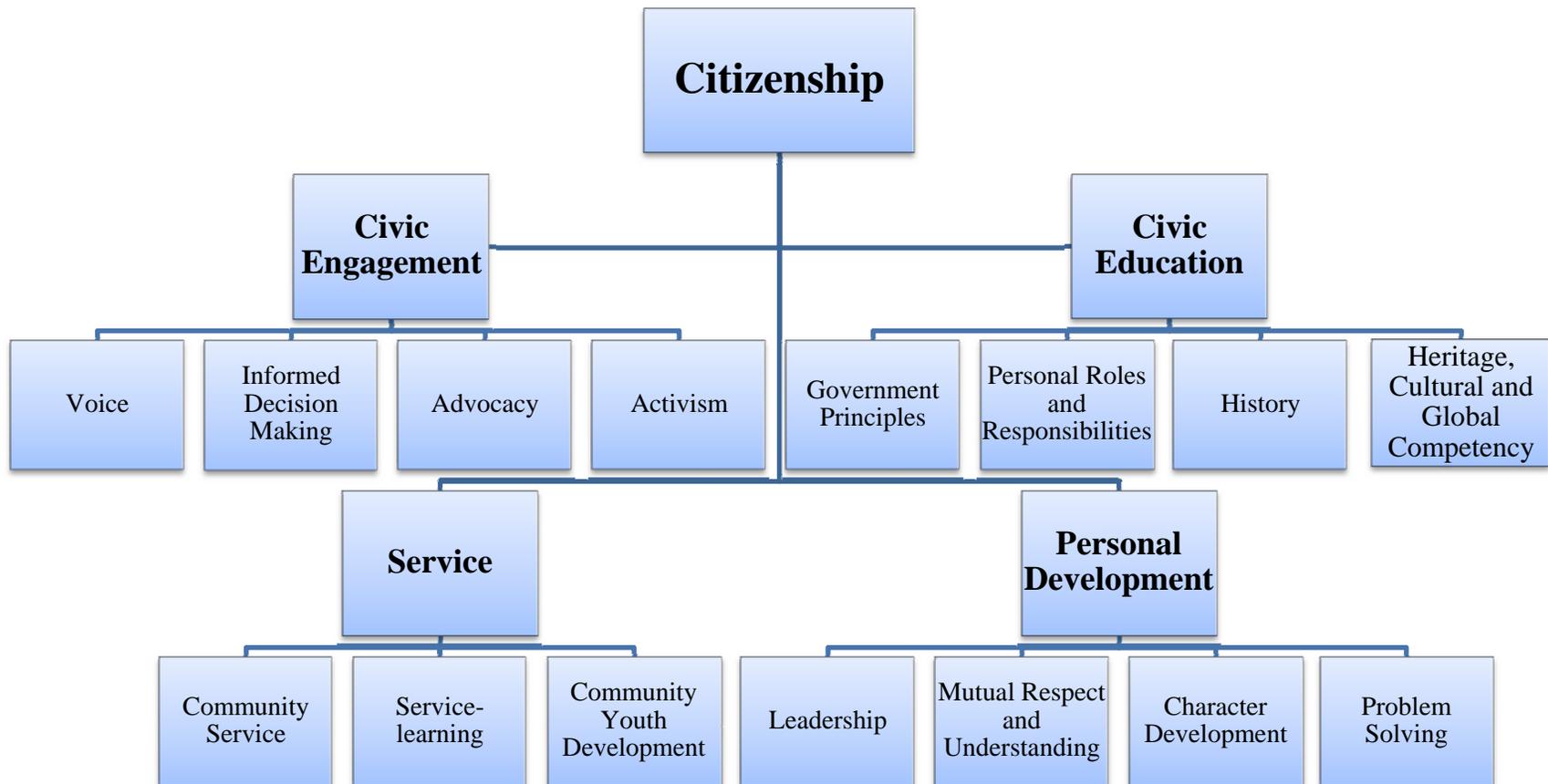


 National 4-H Citizenship Mission Mandate Logic Models 

December, 2011



## Definitions:

- Citizenship – 4-H Citizenship is the knowledge, skills, attitudes and motivation that give youth the capacity to move beyond one’s individual self-interest and to be committed to the well-being of some larger group.
  - Civic Engagement - individual and collective actions designed to identify and address issues of public concern.  
<http://www.apa.org/education/undergrad/civic-engagement.aspx>
    - Voice – to express opinions boldly, freely, and frankly.  
<http://www.bing.com/Dictionary/search?q=define+speak+out&qpvt=definition+of+speaking+out&FORM=DTPDIA>
    - Decision Making – the process of developing commitment to a particular course of action.  
<http://www.nonprofithub.com/decision-making.htm>
    - Advocacy – the act of working toward a goal or defending a cause. <http://www.nonprofithub.com/advocacy.htm>
    - Activism – the doctrine or practice of vigorous action or involvement as a means of achieving political or other goals, sometimes by demonstrations, protests. <http://dictionary.reference.com/browse/activism>
  - Civic Education - Civic education is the cultivation of the virtues, knowledge, and skills necessary for political participation. <http://www.civicyouth.org/civic-education-boosts-21st-century-skills/>
    - Government principles – describes how the government runs and how the systems under the government work together.
    - Personal roles and responsibilities - taking responsibility for your actions, accepting the consequences that come from those actions and understanding that what you do impacts those around you.  
<http://www.examiner.com/conservative-in-columbia/personal-responsibility-can-help-us-overcome-budget-problems>
    - History - the branch of knowledge that records and analyzes past events.  
<http://www.bing.com/Dictionary/search?q=define+history&qpvt=define%3a+history&FORM=DTPDIA>
    - Heritage - movable and immovable objects of artistic, architectural, historical, archaeological, ethnographic, paleontological and geological importance.
    - Cultural Competency – The process of developing a set of skills that allows one to understand, value and respect one’s own culture and the culture of others within the U.S. and around the world.
    - Global Competency – The process of preparing individuals to live, work and lead in a globally interdependent world.
    - <http://www.culturalheritage.gov/mt/page.asp?p=3068&l=1>



- Service - refers to charitable activity performed to benefit someone besides one's self.  
<http://www.nonprofithub.com/service.htm>
  - Community service - Services volunteered by individuals or an organization to benefit a community or its institutions. <http://www.answers.com/topic/community-service#ixzz1QmNtOxKR>
  - Service learning - combines community service with more formal educational programs in order to deepen the service experience through self-evaluation. <http://www.nonprofithub.com/service-learning.htm>
  - Community youth development - the ongoing growth process in which all youth are engaged in attempting to (1) meet their basic personal and social needs to be safe, feel cared for, be valued, be useful, and be spiritually grounded, and (2) to build skills and competencies that allow them to function and contribute in their daily lives. <http://cyd.aed.org/whatis.html>
- Personal Development -
  - Leadership - the visible role an organization or individual assumes in order to direct and inspire others. <http://www.nonprofithub.com/leadership.htm>
  - Mutual respect and understanding - to feel or show honor or esteem for; hold in high regard. <http://www.yourdictionary.com/respect>
  - Character development - distinguishing moral qualities, moral virtues, and moral reasoning abilities. <http://www.answers.com/topic/character-development#ixzz1QmPRSEcE>
  - Problem solving - involve being able to approach the different angles of a problem in order create a resolution. <http://www.nonprofithub.com/problem-solving.htm>



# 4-H Citizenship Logic Model – Civic Education

Situation	Inputs	Outputs	Outcomes		Impacts
	Focus Areas	Activities	Short term	Intermediate	Conditions
<p><i>Description of challenge, problem, or opportunity:</i></p> <ul style="list-style-type: none"> <li>-Fewer than half of all states require high school students to complete a one semester course in government or civics.</li> <li>-Lack of civic knowledge and skills decrease the likelihood of engagement in community education.</li> <li>-Youth involved in a civic education group are more likely to understand the following: what are civic life, politics, and government; what is the foundation of the American Political System; what is the relationship of the United States to other nations and world affairs</li> <li>-More than one-third of United States high school students do not</li> </ul>	<p><i>What we invest:</i></p> <ul style="list-style-type: none"> <li>-Evidence-based and evidence-informed curricula</li> <li>-Land Grant and Public Universities</li> <li>-Human resources</li> <li>-Existing 4-H Youth Development and Families curricula, delivery modes, and programs</li> <li>-National reports and standards that establish benchmarks outcomes</li> <li>-Support of national partners</li> <li>-Research and literature focused on youth, family and community development</li> <li>-Financial support</li> <li>-Relationships with national, regional, state experts, networks,</li> </ul>	<p><i>What we do:</i></p> <ul style="list-style-type: none"> <li>-Cooperative and experiential learning, non-formal education programs</li> <li>-Peer mentoring</li> <li>-Family engagement</li> <li>-Projects, trainings, workshops, internships and apprenticeships</li> <li>-Applied research</li> <li>-Evaluations</li> <li>-Convened coalitions</li> <li>-Grant proposals developed and awarded</li> <li>-Needs assessment</li> <li>-Social marketing campaigns</li> <li>-Disseminated and replicated programs</li> <li>-Published curricula and peer-reviewed articles/resources</li> <li>-Build authentic youth leadership opportunities within programming and organization</li> </ul>	<p><i>Occurs when there is a change in knowledge or the participants learn:</i></p> <ul style="list-style-type: none"> <li>Children, youth and families</li> <li>-Gain knowledge of the importance of education of civic duties</li> <li>Youth and families</li> <li>-Positive attitude about education on public policies affecting the community</li> <li>Youth, family and the community</li> <li>-Develop skills to affectively educate the public about an issue</li> <li>Children, youth, families, and the community</li> <li>-Increase young people's aspiration in</li> </ul>	<p><i>Occur when there is a change in behavior or the participants act upon what they have learned and:</i></p> <ul style="list-style-type: none"> <li>Children, youth and families</li> <li>-Personally seeking civic education for self as well as community</li> <li>Youth and families</li> <li>-Create opportunities to affect change in the community</li> <li>Community</li> <li>-Provide access to places where knowledge can be gained</li> <li>Youth</li> <li>-Actively participates in one or more types of cultural immersion experiences or exchanges</li> </ul>	<p><i>Occur when a societal condition is improved due to a participants action taken in the previous column:</i></p> <ul style="list-style-type: none"> <li>Children, youth and families</li> <li>-Education will better the economic situation by increasing awareness and interest allowing more individuals and communities to become involved in solving the economic crisis</li> <li>Youth and families</li> <li>-Education about saving the environment will increase knowledge of healthy decisions improving the health of communities</li> <li>Youth, family and the community</li> <li>-Education of civic duties will lead to social improvements toward positive citizenship</li> <li>Children, youth, families and the community</li> <li>-Civic improvements will increase along with knowledge of communities' concerns and resource due to education</li> </ul>

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<p>have a basic understanding of democratic citizenship and government; therefore, lack the skills to competently participate as an informed citizen.</p> <p>-Youth in the United States demonstrate high levels of cognitive skills in interpreting political communication compared to those in other countries.</p> <p>Youth engaged in global education are more likely....</p> <p>to understand and appreciate differences and similarities among peoples based on culture, ethnicity, country-of-origin, religion and place of residence</p> <p>to have developed a global perspective and a personal sense of place in it</p> <p>to understand and appreciate different values, perspectives and viewpoints</p>	<p>advocates and facilities</p> <p>-Youth leaders and partnerships with young people</p> <p>-Electronic resources</p> <p>-Government principles</p> <p>-Personal roles and responsibilities</p> <p>-History</p> <p>-Cultural heritage</p> <p>-Global Citizenship</p> <p>-Private partners and corporations that value citizenship</p>	<p>-Help young people deepen historical and cultural understanding of their experiences and community issues</p> <p>-Build skills and capacities of young people to be decision makers and problem solvers</p> <p>-Increase youth participation in community projects</p> <p>-Help young people have cultural immersion experiences and exchange opportunities</p> <p>-Encourage International internships and experiences</p> <p>-Help young people engage in global leadership competency building activities locally, statewide, nationally and globally</p> <p><i>Who we target:</i></p> <p>-Youth, families staff, volunteers, community leaders, partner organizations, collaborators</p> <p>-Special focus on new and underserved youth and families</p>	<p>educating the public about issues that may affect global change</p> <p>Children, youth, families</p> <p>-Increase awareness of their own and different cultures, traditions, people, values, and viewpoints</p> <p>Youth</p> <p>-Increase written and verbal foreign language skills</p> <p>-Increase positive attitudes toward cultural differences</p> <p>-Aspire to careers and service to multinational businesses and causes</p> <p>-Aspire to pursue cultural immersion experiences or exchanges</p>	<p>-Motivates other youth to pursue cultural immersion experiences or exchanges</p> <p>-Majors in a globally focused career in college</p> <p>-Actively participates in globally-focused community service project(s)/program(s)</p> <p>-Uses foreign language written and verbal skills in an international country</p> <p>-Understands public issues and how they are connected across local, national and global levels and the impact of civic decisions locally and globally</p> <p>-Understands public issues and participates in service to address problems at the local level and beyond</p>	<p>Youth and families</p> <p>-Contribute positively to world unity and a global society</p> <p>Youth</p> <p>-Actualize a global perspective and their personal sense of place in it</p>
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**Assumption** – 4-H makes valuable contribution to youth; Extension contributes to civic education 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 education will evolve; youth and their families have the ability to increase civic education among themselves and their communities; citizenship is a dynamic and 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

**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 education will impact young people and their families



# 4-H Citizenship Logic Model – Civic Engagement

Situation	Inputs	Outputs	Outcomes		Impacts
	Focus Areas	Activities	Short term	Intermediate	Conditions
<p><i>Description of challenge, problem, or opportunity:</i></p> <p>-Low participation rates reflect a decline of trust in public institutions and public leaders.</p> <p>-Youth experience a lack of meaningfulness in civic experiences.</p> <p>-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.</p> <p>-Youth in the United States are below the international average in their understanding of the role of a citizen and citizens' political rights.</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>-Engage young people in political education and awareness</p>	<p><i>Occurs when there is a change in knowledge or the participants learn:</i></p> <p>Children, youth and families</p> <p>-Increase knowledge of context, problems, history, and policies</p> <p>Youth and families</p> <p>-Attitude conveying ability to positively affect community needs</p> <p>Youth, family and the community</p> <p>-Develop skills to increase engagement in civic issues by all community members</p> <p>Children, youth, families, and the community</p> <p>-Aspire to positively affect community and world issues</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 civic engagement for self, as well as community</p> <p>Youth and families</p> <p>-Create opportunities to affect change in the community</p> <p>Community</p> <p>-Provide access to places where knowledge can be gained</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>-Economic improvements will occur due to the activities of an engaged community</p> <p>Youth and families</p> <p>-Civic engagement in the health of a community will increase the health of the environment</p> <p>Youth, family and the community</p> <p>-Social interaction will center around being engaged in civic matters</p> <p>Children, youth, families and the community</p> <p>-Civic improvements will be accomplished by engaging the community in its entirety civic engagement</p>



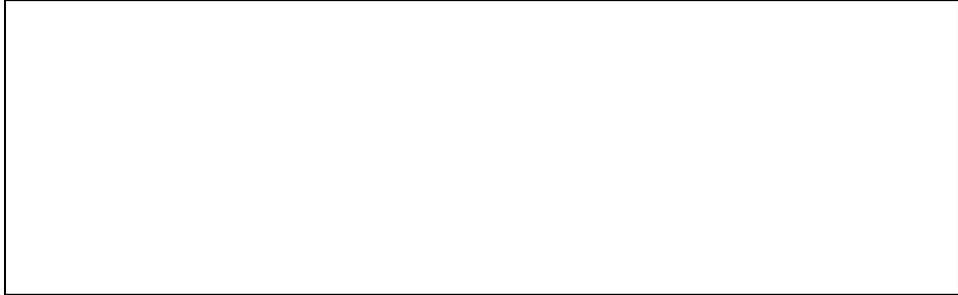
	<p>and experts, networks, advocates and facilities</p> <p>-Youth leaders and partnerships with young people</p> <p>-Electronic resources</p> <p>-Voice</p> <p>-Informed decision making</p> <p>-Advocacy</p> <p>-Activism</p>	<p>-Build skills and capacity for power analysis and action around issues young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



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



# 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>

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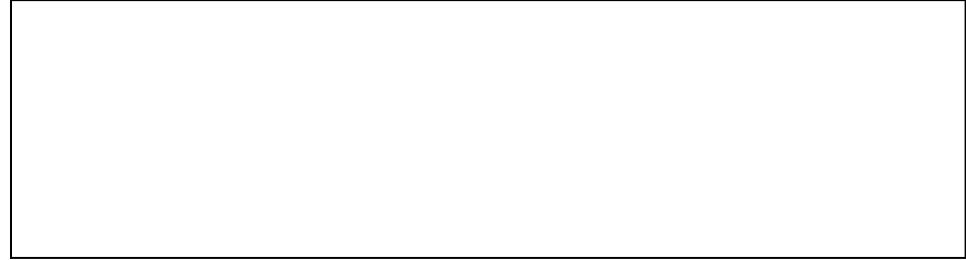
<p>required community service were more likely to graduate from college.</p> <p>-Young people who perform voluntary community service are more likely to graduate from college.</p>	<p>and experts, networks, advocates and facilities</p> <p>-Youth leaders and partnerships with young people</p> <p>-Electronic resources</p> <p>-Community service</p> <p>-Service learning</p> <p>-Community youth development</p>	<p>-Program defined around treatment and prevention</p> <p><i>Who we target:</i></p> <p>-Youth, families staff, volunteers, community leaders, partner organizations, collaborators</p> <p>-Special focus on new and underserved youth and families</p>			
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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



# 4-H Citizenship Logic Model – Personal Development

Situation	Inputs	Outputs	Outcomes		Impacts
	Focus Areas	Activities	Short term	Intermediate	Conditions
<p><i>Description of challenge, problem, or opportunity:</i></p> <ul style="list-style-type: none"> <li>-Developing a strong sense of personal identity, responsibility, caring, compassion, and tolerance are essential first steps toward being engaged politically or at the community level.</li> <li>-Lack of role models involved in civic experiences decrease the personal development opportunities for youth.</li> <li>-Civically engaged youth tend to have an increased sense of competencies, more internally driven, and have higher self-esteem.</li> <li>-Young people who are engaged in civics are more likely to have</li> </ul>	<p><i>What we invest:</i></p> <ul style="list-style-type: none"> <li>-Evidence-based and evidence-informed curricula</li> <li>-Land Grant and Public Universities</li> <li>-Human resources</li> <li>-Existing 4-H Youth Development and Families curricula, delivery modes, and programs</li> <li>-National reports and standards that establish benchmarks for outcomes</li> <li>-Support of national partners</li> <li>-Research and literature focused on youth, family and community development</li> <li>-Financial support</li> <li>-Relationships with national, regional, state</li> </ul>	<p><i>What we do:</i></p> <ul style="list-style-type: none"> <li>-Cooperative and experiential learning, non-formal education programs</li> <li>-Peer mentoring</li> <li>-Family engagement</li> <li>-Projects, trainings, workshops, internships and apprenticeships</li> <li>-Applied research</li> <li>-Evaluations</li> <li>-Convened coalitions</li> <li>-Grant proposals developed and awarded</li> <li>-Needs assessment</li> <li>-Social marketing campaigns</li> <li>-Disseminated and replicated programs</li> <li>-Published curricula and peer-reviewed articles/resources</li> <li>-Provide services and support, access to caring adults and safe spaces</li> </ul>	<p><i>Occurs when there is a change in knowledge or the participants learn:</i></p> <ul style="list-style-type: none"> <li>Children, youth and families</li> <li>-Increase knowledge of personal issues which may require improvement</li> <li>Youth and families</li> <li>-Positive attitude toward self</li> <li>Youth, family and the community</li> <li>-Develop skills to personally improve self-esteem as well as assist others in the same improvements</li> <li>Children, youth, families, and the community</li> <li>-Aspire to continue personal development at all times</li> </ul>	<p><i>Occur when there is a change in behavior or the participants act upon what they have learned and:</i></p> <ul style="list-style-type: none"> <li>Children, youth and families</li> <li>-Personally seeking development for self</li> <li>Youth and families</li> <li>-Seek life changes devoted to positive personal development</li> <li>Community</li> <li>-Provide access to places where knowledge of self-esteem building can be gained</li> </ul>	<p><i>Occur when a societal condition is improved due to a participants action taken in the previous column:</i></p> <ul style="list-style-type: none"> <li>Children, youth and families</li> <li>-Focusing on improving the individual will essentially lead to improvement in the economic situation</li> <li>Youth and families</li> <li>-Environmental improvement will proceed while individuals develop citizenship qualities</li> <li>Youth, family and the community</li> <li>-Socialization of individuals will improve with the personal development of community members</li> <li>Children, youth, families and the community</li> <li>-Because individuals develop personally the civic improvements will increase</li> </ul>

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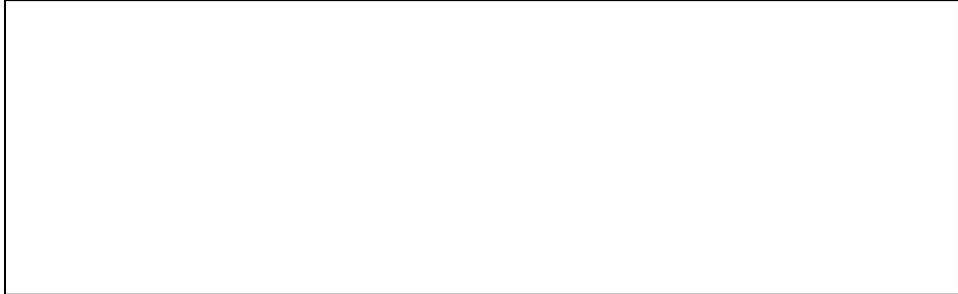
<p>higher internal locus of control and to show a higher level of comfort resolving social and interpersonal issues.</p> <p>-Youth and adults work together in a positive and respectful environment to achieve personal development for all.</p> <p>-Youth engaging in civics obtain mastery, independence, belonging and generosity.</p> <p>-Youth are in need of a continuum of developmentally appropriate experiences and opportunities.</p>	<p>and local experts, networks, advocates and facilities</p> <p>-Youth leaders and partnerships with young people</p> <p>-Electronic resources</p> <p>-Leadership</p> <p>-Mutual respect and understanding</p> <p>-Character development</p> <p>-Critical thinking and problem solving</p>	<p>-Provide opportunities for the growth and development of young people</p> <p>-Build individual competencies</p> <p>-Provide age appropriate support for young people</p> <p>-Emphasize positive self-identity</p> <p>-Support adult and youth partnerships</p> <p><i>Who we target:</i></p> <p>-Youth, families staff, volunteers, community leaders, partner organizations, collaborators</p> <p>-Special focus on new and underserved youth and families</p>			
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**Assumption** – 4-H makes valuable contribution to youth; Extension contributes to personal development 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 personal development will evolve; youth and their families have the ability to increase personal development among themselves and their communities; citizenship is a

**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 personal development will impact young people and their families



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