



Healthy Living

4-H Healthy Living Strategic Framework For Program Planning and Evaluation

FEBRUARY 2009

The 4-H Healthy Living mission engages youth and families through access and opportunities to achieve optimal physical, social, emotional well-being. This strategic framework was developed in the furtherance of this mission.

This strategic framework has been funded through a partnership between Kraft Foods, Inc, and National 4-H Council.



ACKNOWLEDGEMENTS

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INTRODUCTION

Through the 4-H Healthy Living Mission Mandate, 4-H efforts engage youth and families through access and opportunities to achieve optimal physical, social, and emotional well-being.

4-H is a premier youth development program that has a long history of promoting healthy living among youth and their families. The 4-H program has addressed healthy food and nutrition since its inception in 1902. Twenty years after its birth, a broader vision of health took hold in the 4-H program with the “Healthiest Boy and Girl Contest in the U.S.” After the “Healthiest Boy and Girl Contest” was discontinued in 1946, health programs within 4-H have been somewhat vague and disparate until the 1994 Extension Service 4-H Unit Plan of Work (POW) was implemented. In that POW, a clearer and narrower focus of health was determined, one that focused on healthy habits (nutrition and fitness) and healthy decision-making. Because of its long history in the 4-H program, the importance of health is being reaffirmed as one of three 4-H Mission Mandates. In an effort to stem the national health crisis of the 21st century, we must ensure that our nation’s youth and their families learn how to make healthy decisions related to the food they prepare and eat and the behaviors in which they engage. The following 4-H Healthy Living Mission Mandate Strategic Framework for Progress is intended to reposition health to its important and appropriate place within the 4-H Program.

This evolving framework for progress is an opportunity for state Extension systems to organize and strengthen their 4-H Healthy Living educational opportunities as well as stimulate new innovative learning experiences. This framework is a flexible guide for Extension professionals and volunteers as they design, implement, and evaluate 4-H Healthy Living programming at the local, state and national levels. The framework outlines 4-H’s goals, objectives, strategies, tactics, outcomes and indicators in healthy living in seven key areas: program development and design, professional development, curriculum, evaluation and research, marketing and communications, funding, and partnerships and collaborations. For more information about outcomes and indicators for 4-H Healthy Living programming, go to Critical Indicators of Youth Development Outcomes for 4-H National Mission Mandates at www.national4-hheadquarters.gov/comm/4h_ydresearch.htm.

In developing this document, the 4-H Healthy Living Mission Mandate Task Force has drawn from rich, diverse, research-based healthy living curricula and activities that provide hands-on, real world experiences delivered in both non-formal and formal settings. The National 4-H Healthy Living Mission Mandate Task Force must have input from Extension staff and volunteers to ensure that the framework meets their needs of adequate support in order to build the 4-H Healthy Living Program. Therefore, the National 4-H Leadership Team is establishing an infrastructure of 4-H Healthy Living liaisons from every land-grant institution (1862, 1890, and 1994) to maintain two-way communication with state and county 4-H Healthy Living Programs. These institutional 4-H Healthy Living liaisons will be the primary communication channel for the National 4-H Healthy Living Leadership Team. As 4-H Healthy Living expands, the National 4-H Healthy Living Mission Mandate Task Force will develop additional support strategies so all Extension staff and volunteers involved will have the opportunity to deliver high-quality 4-H Healthy Living learning opportunities.

Guiding Principles

Intended to spur dialogue and inform the direction and strategies of the 4-H community on healthy living at every level, this framework is based on four guiding principles that give Extension's youth development program, 4-H, a clear niche in the healthy living arena.

Using these four principles as guides for 4-H's work in healthy living will not only keep efforts closely aligned with 4-H's core mission, but also will set 4-H apart in its approach from both formal education and other youth-serving organizations. This unique niche will help 4-H brand its work in healthy living and present a strong case for attracting new partners and resources. These principles are:

1. Learning about healthy living occurs in the context of the Essential Elements of 4H Youth Development. 4-H must direct its resources to delivering healthy living learning opportunities that incorporate the Essential Elements of 4-H Youth Development. Learning must provide youth with opportunities to master life skills such as decision making, cultivate independence with guidance from caring adults, gain a sense of belonging within a positive group, and share their spirit of generosity toward others. Healthy living curricula offers a range of engaging and challenging experiences for youth of all ages and abilities and their families, and builds healthy living literacy while meeting the fundamental developmental needs of youth.

2. 4-H's approach to healthy living must include youth-adult partnerships. Youth-adult partnerships are integral to non-formal experiential learning and must be a part of any plans to engage youth in 4-H Healthy Living. Youth-adult partnerships facilitate youth involvement as full partners in design, implementation and evaluation of 4-H Healthy Living learning opportunities created for them. The role of older youth will be expanded as they provide training and support to volunteers, teach and mentor younger participants and help to incorporate new technologies into the learning opportunities of this mission mandate. This expanded role for teens and young adults provides new leadership opportunities in 4-H and encourages their continued participation.

3. 4-H delivers healthy living programs in a variety of contexts to diverse youth in rural, suburban and urban areas, including the inner city. One of 4-H's strengths is the ability to offer all youth ages 5-19 a variety of contexts in which they can participate, including 4-H clubs, 4-H camps, 4-H Afterschool, special interest and school enrichment programs. (See content/context information card at www.national4-hheadquarters.gov/library/4h_docs.htm.) Because of the wide variety of healthy living programs and resources 4-H already offers, 4-H has the opportunity to tailor its learning opportunities so that it can expand the number of girls and boys involved in healthy living regardless of where they live. Therefore, 4-H Healthy Living must place special emphasis on involving traditionally underserved youth and their families, use a variety of delivery strategies, and engage a very diverse population of volunteers.

4. 4-H Healthy Living Programs and their curricula are based on "best practices" within healthy living research. In summer 2008, the 4-H Healthy Living Task Force commissioned Washington State University researchers to conduct an exhaustive review of the literature to illuminate what is known within the healthy living area

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focused on physical, social and emotional well-being. This literature review has provided strong evidence of the need for this mission mandate and it has also become the foundation from which this strategic framework has been created.

The next major undertaking of the Task Force involves a synthesis and a delineation of standards on physical, social, and emotional well-being. In addition to standards, the synthesis will delineate evidence-based programs that address the three major well-being foci of physical, social, and emotional well-being. After the synthesis is complete, the 4-H Healthy Living Mission Mandate Task Force will institute a review process to ensure that 4-H Healthy Living learning opportunities, their curricula, and materials include the Essential Elements of 4-H Youth Development; consider the diversity of cultures and learning styles of youth; outline evaluation strategies; and provide a delivery design that involves experientially-based, hands-on, learning-by-doing methods. The review process also must determine the best delivery contexts for the 4-H program content (e.g., clubs, afterschool, camps, special interest, school enrichment, and others) and ensure materials take into account the needs of youth who live in rural, suburban, and urban areas.

4-H VISION

A world in which youth and adults learn, grow and work together as catalysts for positive change.

4-H MISSION

4-H empowers youth to reach their full potential, working and learning in partnership with caring adults.

4-H HEALTHY LIVING MISSION MANDATE

Through the 4-H Healthy Living Mission Mandate, 4-H efforts engage youth and families through access and opportunities to achieve optimal physical, social, and emotional well-being.

4-H HEALTHY LIVING MISSION MANDATE GOAL

By 2014, 4-H—a recognized leader in providing hands-on, non-formal learning experiences—will expand participation to 2.75 million youth (this is an additional 250,000 youth) and their families in a dynamic process of healthy living opportunities so they are physically, emotionally, and socially prepared to meet the challenges of the 21st century. 4-H Healthy Living encompasses a holistic approach including healthy eating habits, physical fitness, the capacity to recognize and direct emotions, and the ability to develop and maintain positive social interactions and relationships. Youth and their families engaged in 4-H Healthy Living will develop an awareness and positive attitude about healthy living while increasing their knowledge, skills, and competencies in physical, social, and emotional well-being.

GOAL 1: PROGRAM DEVELOPMENT AND DESIGN

Goal: Develop and deliver 4-H Healthy Living learning opportunities (60% of these experiences are evidence based¹) that meet the needs of youth and their families from a wide variety of backgrounds.

Objective: Increase knowledge, skills, competencies, and adoption of healthy behaviors of youth and their families by promoting developmentally appropriate programs that address their physical, social, and emotional well-being.

Strategy: Develop and deliver high-quality 4-H Healthy Living Programs through a variety of 4-H Youth Development delivery modes that are enjoyable and engaging.

Tactics:

- Use group delivery strategies, such as cooperative learning, peer mentoring, discovery learning and hands-on learning to actively engage youth and their families in healthy living learning opportunities.
- Encourage youth and families to take active roles in shaping their futures by exploring their personal interests in healthy living, such as making informed decisions about those interests and applying this knowledge to make their communities healthier places.

Outcomes/Indicators:

- Increase the number of youth and their families engaged in 4-H Healthy Living learning opportunities.
- Parents report that 4-H youth discuss healthy living topics and have adopted more healthy behaviors at home.
- Increase number of 4-H youth engaging in regular fitness activities to stay physically healthy.
- Increase number of youth addressing community issues with their healthy living knowledge and skills (one aspect of addressing these issues is the fostering of social and emotional well-being).

Strategy: Create systems within Extension to:

- Identify effective evidence-based programs,
- Design research-based curricula (as needed), and
- Implement high-quality learning experiences.

Tactics:

- Develop an infrastructure of county, state, and national staff and volunteers to support 4-H Healthy Living learning opportunities within various delivery modes.
- Outline content standards for 4-H Healthy Living learning opportunities including designing programs.

¹ Established by national panel of distinguished scholars from the Society for Prevention Research, Flay et al. (2005). Standards of Evidence: Criteria for Efficacy, Effectiveness and Dissemination. <http://www.springerlink.com/content/k548g7161207w045/>

Goal 1: Develop and deliver 4-H Healthy Living learning opportunities that meet the needs of youth and their families from a wide variety of backgrounds.

Goal 2: Put in place an evaluation and research system to measure the effectiveness of 4-H Healthy Living learning opportunities in reaching its goals and objectives.

- Identify and regularly update a menu of evidence-based programs to be implemented as part of the 4-H Healthy Living Mission Mandate.
- Ensure leadership, teaching, and mentoring roles for youth and adults related to design, implementation, and evaluation of their learning experiences.
- Develop and manage 4-H Healthy Living content for **4-H.org**.

Outcomes/Indicators:

- Increased number of 4-H volunteers offering healthy living programs.
- Increased number of curricula and materials used in 4-H Healthy Living Programs that are evidence based and meet established standards.
- Extension staff and volunteers report they are receiving the training and support needed to deliver quality, healthy living learning opportunities.
- Increased number of trainings, technical support contacts and funding opportunities for county and state 4-H offices to implement 4-H Healthy Living learning experiences.

GOAL 2: EVALUATION AND RESEARCH

Goal: Put in place an evaluation and research system to measure the effectiveness of 4-H Healthy Living learning opportunities in reaching its goals and objectives.

Objective 1: Increase knowledge and commitment of Extension staff working with researchers at land-grant universities for: (1) designing effective process evaluation strategies that enable newly developed learning experiences and curriculum to be improved; (2) establishing an ongoing monitoring process to ensure quality implementation; and (3) creating processes to eliminate and redirect resources away from ineffective programs.

Objective 2: Design and implement a national long-term research model to compare 4-H youth with other youth on healthy living outcomes.

Objective 3: Design effective evaluation strategies that enable 4-H to develop healthy living curriculum to advance to the highest level of evidence possible.

Strategy: Create an evaluation and research system that measures the effectiveness of 4-H Healthy Living Programs in reaching 4-H Healthy Living goals and objectives.

Tactics:

- Establish a national 4-H Healthy Living evaluation committee that includes land-grant university faculty to guide the work of 4-H Healthy Living evaluation.
- Establish a quality monitoring system with feedback loops for program improvement.
- Design and implement a national 4-H Healthy Living evaluation plan (involving various levels of rigor: randomized control trials, quasi-experimental designs, attitudinal change, and monitoring) that references a national 4-H Healthy Living logic model developed by the Task Force.

- Design and implement a national long-term research study that examines 4-H youth participating in healthy living learning experiences and a comparison group of youth on selected healthy living outcomes.
- Analyze and incorporate evaluation instruments from other respected healthy living groups and organizations to evaluate 4-H Healthy Living Programs.
- Conduct a longitudinal study to assess selected common outcomes of the 4-H Healthy Living Mission Mandate.

Strategy: Increase knowledge, skills, and competencies of Extension staff in utilizing effective evaluation strategies related to 4-H Healthy Living.

Tactics:

- Develop infrastructure at the county, state and national levels to support 4-H Healthy Living evaluation work including assembling teams of youth and adults to help implement 4-H Healthy Living evaluation plans and working with community colleges and universities to involve students in conducting 4-H Healthy Living evaluation as part of class projects.
- Provide institutional 4-H Healthy Living liaisons with training on utilizing 4-H Healthy Living evaluation methods and utilizing the aforementioned teams to implement them.

Outcomes/Indicators:

Short Term Indicators

- The development of a national evaluation team to coordinate a 4-H Healthy Living evaluation system and process that is versatile and adaptable for use by state and county staff to apply effective and appropriate evaluation methods.
- 4-H Healthy Living evaluation data are being collected at the local level.
- Extension professionals are using the national 4-H Healthy Living evaluation logic model to design local and state 4-H Healthy Living evaluation plans.
- A quality monitoring system is designed and training is conducted.
- Training is available to help Extension staff and volunteers evaluate programs.

Medium Term Indicators

- 4-H Healthy Living baseline data are available and benchmarked against nationally represented data sets when available.
- 4-H Healthy Living outcome data are available at state and national levels.
- Evaluation methods used extensively throughout the 4-H system are valid and reliable.
- 4-H Healthy Living indicators used to evaluate programs are consistent across the 4-H system.
- The 4-H system uses effective healthy living evaluation models and instruments from other respected youth-serving organizations.
- 4-H Healthy Living evaluation connects to other national studies on healthy living.

Goal 3: Create a well-coordinated system of professional development opportunities so that Extension staff and volunteers are well-prepared to offer healthy living learning opportunities.

Long Term Indicators

- A long-term research study is in place to measure the effectiveness of 4-H Healthy Living programming.
- The type of data collected allow for comparison of data at state and national levels.

GOAL 3: PROFESSIONAL STAFF AND VOLUNTEER DEVELOPMENT

Goal: Create a well-coordinated system of professional development opportunities so that Extension staff and volunteers are well-prepared to offer healthy living learning opportunities.

Objective: Increase the knowledge, competencies, and comfort level of Extension staff and volunteers in offering experientially-based learning opportunities that engage youth and their families to improve their well-being.

Strategy: Create and implement a well-coordinated system of professional development opportunities that provide Extension staff and volunteers with the knowledge, skills, and competencies to incorporate healthy living learning experiences utilizing the 4-H Positive Youth Development Model.

Tactics:

- Coordinate broad professional development systems that support the training of staff and volunteers on a consistent and long-term basis.
- Involve healthy living content experts from land-grant colleges and universities, business and industry, and other sources to help design professional development programs for Extension staff and volunteers that accommodate different learning styles.
- Create and maintain an infrastructure that allows Extension to deliver healthy living professional development to support staff and volunteers at the local, state and national levels via multiple platforms: on-line training, meetings, conferences, face-to-face training sessions, and utilization of new technologies and resources.

Outcomes/Indicators:

- 4-H volunteers and Extension staff are competent in delivering healthy living learning opportunities in a variety of settings, and in diverse geographic locations to youth with different learning styles.
- Extension staff and 4-H volunteers are able to identify healthy living content within existing 4-H curricula and design related learning experiences with the curricula.
- Extension staff and youth/adult volunteers develop skills for recruiting and working in partnership to deliver healthy living learning opportunities.
- Extension staff and 4-H volunteers report increased delivery of healthy living learning opportunities.

GOAL 4: EDUCATIONAL MATERIALS

Goal: Provide a wide variety of 4-H Healthy Living curricula that meet criteria for effectiveness (established by national panel of distinguished scholars from the Society for Prevention Research²) and the curricula review process established by National 4-H Headquarters to the 4-H system and external groups and organizations.

Objective: Work with stakeholders (e.g., Extension staff and 4-H volunteers, land-grant college and university faculty, and content experts) and other partners (e.g., Centers for Disease Control, Girl Scouts, and Boys and Girls Clubs): (1) to identify a menu of evidence-based programs and other learning experiences to promote physical, social, and emotional well-being; and (2) to develop 4-H Health Living curricula that will be rigorously evaluated over time.

Strategy: Curriculum must meet appropriate standards (i.e., National Education Standards & Healthy Living).

Tactics:

- Inventory current 4-H Healthy Living curricula to identify those pieces that meet appropriate level of effectiveness and standards. Develop a national 4-H Healthy Living infrastructure that includes land-grant university faculty and other content experts to guide revision and development of 4-H Healthy Living curricula. This infrastructure would provide a process for consistently revising and developing new curricula based on education standards and “best practices”.

Strategy: Design 4-H Healthy Living curriculum or utilize other evidence-based educational materials that engage diverse groups of youth and their families in healthy living activities.

Tactics:

- Ensure the learning experiences within the 4-H Healthy Living Mission Mandate are effective, interactive, user-friendly, and easy to implement.
- Involve a variety of teaching strategies to address different learning styles.

Outcomes/Indicators:

- Create a process for evaluating, revising, and developing new curricula to meet new developments and trends, and that address physical, social, and emotional well-being.
- Create an inventory that identifies a menu of evidence-based learning experiences that are categorized by level of effectiveness, interactivity, and costs per unit.
- Increase the number of 4-H Healthy Living curricula that meet content standards and are appropriate for various audiences.

Goal 4: Provide a wide variety of 4-H Healthy Living curricula that meet criteria for effectiveness (established by national panel of distinguished scholars from the Society for Prevention Research²) and the curricula review process established by National 4-H Headquarters to the 4-H system and external groups and organizations.

² Same as Footnote one: Flay et al. (2005). Standards of Evidence: Criteria for Efficacy, Effectiveness and Dissemination. <http://www.springerlink.com/content/k548g7161207w045/>

Goal 5: Create a clear and consistent national message to generate awareness and promote 4-H Healthy Living learning opportunities adopted by the Cooperative Extension System, National 4-H Council, land-grant institutions, and 4-H Healthy Living partners.

- Increase knowledge, skills, interest, competencies, and adoption of healthy behaviors among youth and their families through participation in 4-H Healthy Living learning opportunities.
- Increase the number of curricula addressing physical, social, and emotional well-being.
- Increase usage of 4-H Healthy Living guidelines for implementation in delivering learning opportunities by Extension staff, volunteers, and partners.
- Increase the number of 4-H Healthy Living curricula available in various mediums.

GOAL 5: MARKETING AND COMMUNICATIONS

Goal: Create a clear and consistent national message to generate awareness and promote 4-H Healthy Living learning opportunities adopted by the Cooperative Extension System, National 4-H Council, land-grant institutions, and 4-H Healthy Living partners.

Objective 1: Increase political, financial, and partnership support for 4-H Healthy Living learning opportunities.

Objective 2: Create a national social marketing strategy that encourages 4-H youth and their families through the promotion of healthy behaviors to foster well-being.

Strategy: Gain support, action, and collaboration within the Extension system for 4-H Healthy Living Mission Mandate by sharing the value of the program with all levels of the system and mobilizing internal audiences to use and promote healthy living learning opportunities within their communities.

Tactics:

- Identify institutional 4-H Healthy Living liaisons and provide specialized marketing support.
- Create and share marketing collateral (using various delivery modes) with the 4-H system that will be housed on **4-H.org**.
- Disseminate messages about the 4-H Healthy Living Mission Mandate with the Extension system on a regular basis via Extension meetings, conferences and other events.

Strategy: Establish an identity for 4-H Healthy Living Mission Mandate among the general public as the premiere out-of-school organization for youth and their families to learn healthy living skills that will promote their physical, social, and emotional well-being.

Tactics:

- Develop and implement a brand identity for the 4-H Healthy Living Mission Mandate to facilitate consistent communications.
- Identify prominent spokespersons from business, sports, industry, entertainment, and organizations to use in mission mandate publicity.
- Develop fact sheets to assist with building partnership opportunities.

- Explore opportunities to tell the 4-H Healthy Living story and create collateral to support local outreach to external audiences, to be housed on **4-H.org**.
- Launch 4-H Healthy Living Mission Mandate nationally with a signature kick-off event and other special event(s).
- Leverage the 4-H Healthy Living Mission Mandate by securing partnerships with various organizations (e.g., corporations, non-profits, and federal agencies).

Outcomes/Indicators:

- 4-H Healthy Living has a clear, consistent national message that is widely communicated within the 4-H system, to partners, and to the public.
- Staff and volunteers communicate the value of 4-H Healthy Living Mission Mandate to internal and external audiences.
- The Extension system uses 4-H Healthy Living Mission Mandate marketing messages developed by the National 4-H Leadership Team.
- 4-H Healthy Living Mission Mandate marketing and communications training is provided to Extension staff, 4-H Foundation staff, and volunteers.
- Partners, business leaders, foundation, and corporate leaders communicate the value of 4-H Healthy Living Programs.

GOAL 6: RESOURCE DEVELOPMENT

Goal: Use public and private funds at the local, county, state, regional, and national levels to support the 4-H Healthy Living Mission Mandate.

Objective: Increase the capacity of the 4-H System to generate private and public funds to support the 4-H Healthy Living Mission Mandate.

Strategy: Build a strong case for the 4-H Healthy Living Mission Mandate that garners support from policymakers, donors and content partners at all levels.

Tactics:

- Engage with National 4-H Council in developing a fundraising campaign to include endowments for the 4-H Healthy Living Mission Mandate.
- Develop partnerships with federal agencies to secure 4-H Healthy Living Mission Mandate funding.
- Develop partnerships with other youth organizations to secure funding for joint healthy living learning opportunities.
- Secure in-kind donations and materials to support 4-H Healthy Living learning opportunities.

Strategy: Provide fund-raising training and technical support for the 4-H field staff responsible for raising funds to support this mission mandate in their communities.

Tactics:

- Develop a funding template for the 4-H system to support initiating funding requests.
- Encourage Extension staff to use 4-H Healthy Living fundraising tools and materials developed by the National 4-H Leadership Team.

Goal 6: Use public and private funds at the local, county, state, regional, and national levels to support the 4-H Healthy Living Mission Mandate.

Goal 7: Forge formal and informal partnerships within Extension and with others interested in the promotion of physical, social, and emotional well-being of youth and their families.

- Provide grant writing/resource development workshops to Extension staff and volunteers at events and conferences.
- Through **4-H.org**, provide an online presence for fundraising training and technical support.

Outcomes/Indicators:

- Increase the amount of public and private funds to support 4-H Healthy Living instructional materials and learning opportunities, including program development, professional development, marketing, and evaluation.
- Funding sources (e.g., public, foundations, corporations, individuals, businesses, and associations) are diverse.
- County and state staff and volunteers secure funds to support 4-H Healthy Living.
- Funds are available to support 4-H Healthy Living infrastructure and national leadership.
- Extension staff and external partners receive joint funding to support 4-H Healthy Living learning opportunities.
- 4-H Healthy Living fundraising training and support is available to staff and volunteers.
- Land-grant colleges and universities redirect and/or secure public and private funds to support 4-H Healthy Living learning opportunities and including staff expansion.

GOAL 7: STRATEGIC PARTNERSHIPS AND COLLABORATIONS

Goal: Forge formal and informal partnerships within Extension and with others interested in the promotion of physical, social, and emotional well-being of youth and their families (e.g., organizations, professional associations, foundations, federal agencies, industry, and businesses).

Objective: Create partnerships and collaboration to increase the quality and availability of 4-H Healthy Living learning opportunities of 2.75 million youth and their families.

Strategy: Encourage state 4-H programs and the land-grant colleges and universities to work together to assess local needs, conduct research, apply results, participate in a national longitudinal study, and conduct evaluations of 4-H Healthy Living learning experiences for youth and their families in their local communities.

Tactics:

- Encourage land-grant college and university researchers to assist in conducting research that directly relates to their state 4-H Healthy Living learning opportunities.
- Create an incentive for researchers by having state Extension systems submit the name(s) of researchers who have significantly contributed to the state's 4-H Healthy Living learning experiences for recognition by National 4-H Healthy Living Leadership.

- Devise methods for 4-H youth to achieve college credit at their state land-grant colleges and universities for identified service learning projects in health-related areas.
- Encourage communication between land-grant colleges and universities and Extension through formal and informal communication methods.

Strategy: Create mutually-beneficial partnerships external to the Extension system that maximizes impact by leveraging and sharing resources at the local, state, and national levels.

Tactics:

- Establish guidelines for the identification of effective partnerships.
- Engage with partners to exchange “best practices” within the healthy living area.
- Develop partnerships with organizations by working together to deliver healthy living learning opportunities; write grants; design curricula; implement, market, and evaluate programs; and conduct professional development opportunities.
- Develop local partnerships by offering resources identified by the National 4-H Healthy Living initiative.
- Offer to serve as a member of partners’ “healthy living” committees and provide training to their staff and volunteers.
- Recruit partners to serve as advisors on healthy living committees.

Outcomes/Indicators:

- Increase the number of joint healthy living learning opportunities. (e.g., curriculum development, proposal development, and social marketing)
- Increase the uptake of 4-H Healthy Living learning opportunities with partners.
- Increase the number of joint healthy living grant proposals.
- Increase the number of partner organization staff participation in 4-H Healthy Living professional development and training.
- Increase the number of effective partnerships within and outside Extension at county, state, and national levels.