

North Central Region 4-H Logic Model

Situation: It is the mission of 4-H to empower youth to reach their full potential working and learning in partnership with caring adults. North Central 4-H seeks to promote positive youth development, facilitate learning, and engage youth in educational programs in order to enhance their quality of life. We seek to build human and social capital in individual neighborhoods and communities by creating sustained volunteer-led groups that promote youth contribution. The educational priorities are:
 Science, Engineering and Technology tied to scientific learning and discovery
 Healthy Lifestyles tied to human health and well-being
 Citizenship tied to the activities of people with institutions, government and communities for the common good.

Outcomes-Impact			Outputs			Inputs
Long Term - Conditions	Intermediate - Action	Short Term -Learning	Audience	What	Product	
<p>Healthy Lifestyles</p> <p>Youth participants will improve their physical, mental, and emotional health.</p> <p>Healthier school environments related to nutritional choices available</p> <p>Youth obesity will decrease.</p> <p>Youth emotional and safety concerns will be the improved through community action.</p>	<p>Youth will:</p> <p>Increase the number of fruits and vegetables consumed daily.</p> <p>Increase their adoption of healthy behaviors that lead to a healthy lifestyle</p> <p>Increase the number of minutes spent daily in physical activity.</p> <p>Be a part of community coalitions formed to address nutrition and /or physical activity/issues/challenges for youth.</p>	<p>Youth will:</p> <p>Increase their knowledge of the health and safety consequences of their behaviors.</p> <p>Increase their knowledge and awareness about the importance of physical activity for general health</p> <p>Understand their personal nutritional needs based on dietary recommendations</p> <p>Increase their knowledge of community groups who are working with health related concerns or issues</p>	<p>Youth (with a special focus on new and underserved audiences)</p> <p>Families</p> <p>Volunteers</p> <p>Staff</p> <p>Community Leaders involved in subject specific areas</p>	<p>Programs</p> <p>Workshops</p> <p>Trainings</p> <p>Campus Visits</p>	<p>New Curriculum</p> <p>Lesson Plans</p>	<p>Human resources (paid staff, volunteers, instructors, specialists, industry leaders)</p> <p>Existing 4-H Curriculum</p> <p>Published and un-published research</p> <p>Youth Development Literature</p> <p>Essential Elements</p> <p>Financial Supports/ Grants/Fees</p> <p>Relationships with youth/parents/stakeholders</p> <p>Learners</p> <p>Facilities – local and state</p> <p>Partners</p> <p>Agents/Educators</p> <p>Specialists</p> <p>Other Subject Matter Teams</p> <p>Web Resources</p>

<p>Science & Technology KA 806</p> <p>Participants will be actively engaged in discovery and exploration around SET methodologies designed to increase personal knowledge and individual skill level as they apply to workforce preparedness.</p> <p>Increased entrepreneurial activity and an increased number of youth who choose careers in science, engineering, technology or math related fields.</p> <p>Increased number and percentage of youth taking SET, mathematics, AP courses in middle, high school and college</p> <p>Increased and more diverse pool of trained scientists</p> <p>Increased science literacy in general population</p> <p>Increased innovation addressing social problems using SET</p>	<p>Youth will:</p> <p>Explore science and technology through entrepreneurial activities and creation of products.</p> <p>Apply SET learning to contexts outside the 4-H courses (e.g., school classes, science fairs, invention contests, etc.)</p> <p>Adopt and use new methods or improved technology</p> <p>Demonstrate use of life skills</p> <p>Express interest/demonstrate aspirations towards SET careers (career fairs, job shadowing, volunteer work or internships)</p> <p>Raise questions and identify problems to be addressed using SET</p>	<p>Youth will:</p> <p>Increase awareness of SET</p> <p>Improve SET skills (scientific methods) and knowledge (content areas)</p> <p>Increase awareness of social problems that could be addressed with SET</p> <p>Increase life skills (self-efficacy)</p> <p>Increase knowledge of basic entrepreneurial concepts related to SET</p>				
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<p>Citizenship KA -806</p> <p>Youth will be actively engaged in decision making processes at the community level. This will lead to stronger communities in that they have better information and decision making, new resources, and better programs for youth.</p> <p>Youth identified issues will be included on community agendas, discussion and policy decision.</p> <p>Roles and responsibilities of youth partners will be readily identified and assumed by youth at the community level.</p>	<p>Improve their decision making and problem solving.</p> <p>Engage as partners in community civic activities with an adult.</p> <p>Become involved in community service projects.</p> <p>Improve their cooperation skills with people of all ages and backgrounds.</p>	<p>Increase knowledge of civic engagement concepts.</p> <p>Increase understanding on how to become involved in decision making processes with adults</p> <p>Increase their awareness of the decision making process.</p> <p>Increase their knowledge of problem solving skills.</p>				
<p>Assumptions:</p> <ol style="list-style-type: none"> 1. Young people will need to be involved in meaningful learning experiences. 2. Research will continue to support Positive Youth Development Practices/Programming as the most effective way for reaching youth. 3. Demands on family time will continue to be a factor in the programs they choose. 4. There will continue to be risk factors that influence youth and the need for programs that address those factors. 5. Youth will face in increasing amount of choices and opportunities in all facets of their lives. 			<p>Environment & External Factors:</p> <ol style="list-style-type: none"> 1. Families will continue to face resource constraints (time, money, transportation, etc.). 2. Changes in society will continue to impact youth and youth programming. 			

Evaluation Plan:

1. Monitor ES237 data.
2. Assess impact with a SET instrument. – Quantitative/Qualitative
3. Assess impact with a Healthy Lifestyles instrument. – Quantitative/Qualitative
4. Assess impact with a Citizenship instrument. – Quantitative/Qualitative
5. Impact gathered via surveys, evaluations and personal interviews.
6. Report learner centered outcomes in combination with process outcomes/accomplishments.
7. Monitor existing data from other studies that supports the outcomes.

Indicators:**Science, Engineering and Technology (SET)**

1. Youth will understand how science and technology relates to their 4-H experiences.
 - a. I understand how science/technology relate to my 4-H experiences
 - b. Give an example of how science or technology relates to my 4-H experiences.
2. Youth will develop positive attitudes about science and technology.
 - a. The search for scientific knowledge is boring.
 - b. Learning new things about technology is fun.
 - c. Working with technology would be too hard for me.
 - d. A career in science would be exciting.
3. Youth will pursue SET careers and opportunities.
 - a. I am planning to pursue a career in science, technology, engineering or technology related field.
 - b. I am involved in science, engineering or technology related clubs or projects in school/4-H/other.

Citizenship

1. Youth will feel a commitment to their community and be aware of opportunities to serve.
 - a. I feel a commitment to my community.
 - b. I recognize the needs of my neighborhood and community and share ideas about ways to help.
 - c. I am given opportunities to serve my community.

Healthy Living

1. Youth report increased amount of fruits and vegetables consumed
2. Youth report decreased consumption of high sugar drinks
3. Youth report increased number of minutes spent daily in physical activity
4. Youth report increased consumption of foods reflected in the dietary guidelines
5. Youth report the addition of starting their day with breakfast