

2015 Statewide Plan of Action: Initiative 7

Priority 1: Youth Development

The UF/IFAS Extension long range plan (see <http://pdec.ifas.ufl.edu/roadmap>) consists of seven Initiative Leadership Teams that will address the 2013-2023 priorities through Priority Work Groups. Each of the 22 work groups will develop a Plan of Action to guide their efforts over the next five years. Here is the description of Initiative 7 and its Priority 1:-

Initiative 7: Preparing youth to be responsible citizens and productive members of the workforce

Today's youth are tomorrow's citizens, consumers, parents, and leaders. Florida Extension's 4-H Youth Development Program offers age-appropriate, learn-by-doing educational opportunities that complement K-12 education to develop knowledge, life skills, and leadership abilities in Florida's youth. These qualities empower youth to positively influence their communities and become contributing members of society.

Priority 1 - Youth Development

Community members, leaders, and local officials are very concerned about opportunities for youth in their communities. Florida Extension 4-H programs must continue to work to supplement formal education, enhance life skills development, and prepare youth for tomorrow's workforce. Participation in 4-H clubs provides the positive, supportive environment youth need to succeed. School enrichment, day and residential camps, and other types of programs introduce youth to longer-term learning experiences. Through participation in 4-H clubs and other educational activities, efforts will focus on meeting the highest-priority educational needs: helping youth develop science, technology, engineering, and math (STEM) literacy; helping youth develop an interest in learning that will equip them to succeed in a rapidly changing society and global economy; teaching youth responsibility, developing their ability to become leaders, and engaging them in their communities; helping youth develop healthy ways to live; and encouraging youth to get outdoors to appreciate nature, agriculture, and natural resources.

"Super Issues" to be Addressed

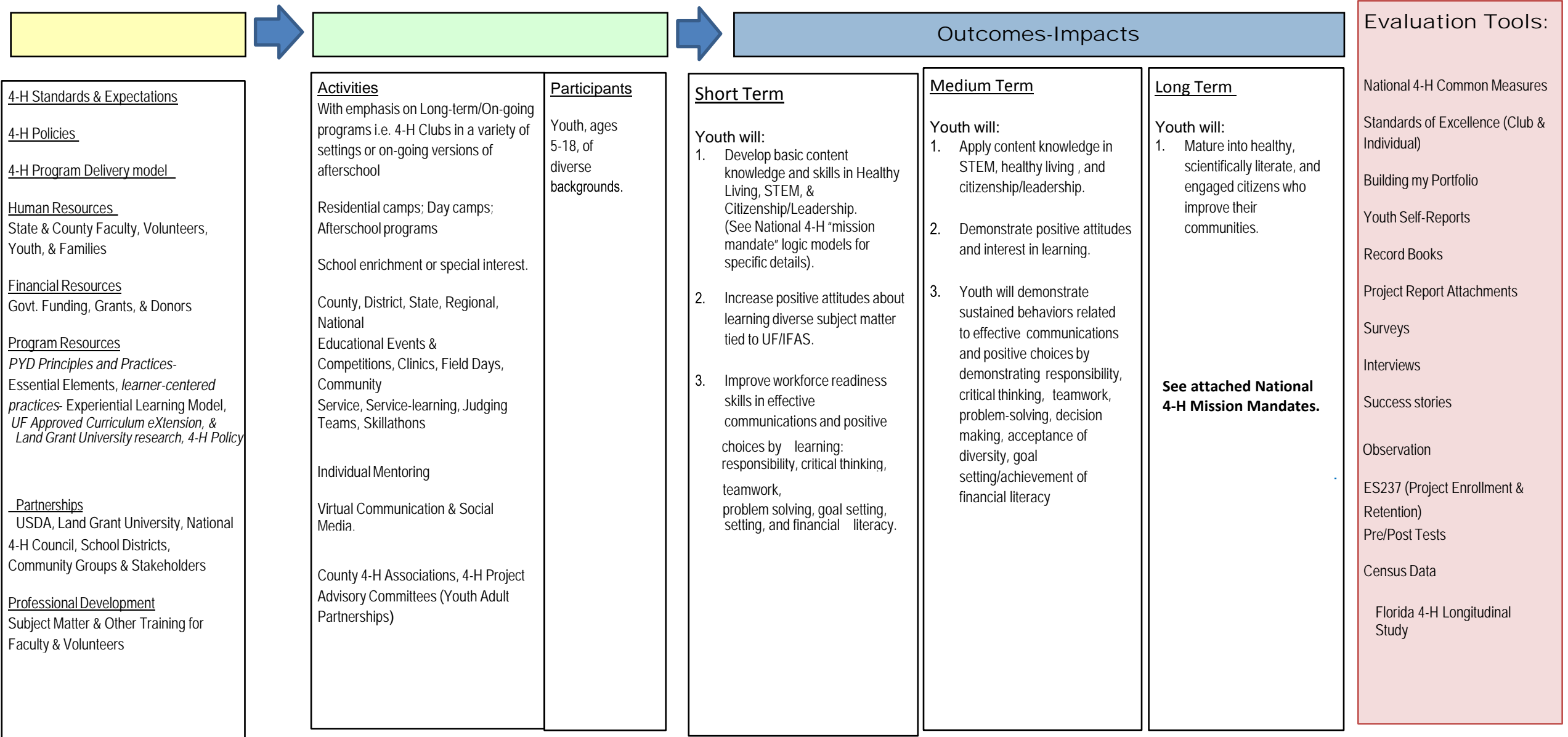
The Initiative 7 Priority 2 Work Group will focus on these super issues

- Opportunity for our youth to experience science, technology, engineering and math (STEM).
- Opportunity for Floridians to embrace healthy living.

New: 4-H Program Standards and Expectations

This document (posted at <http://pdec.ifas.ufl.edu/roadmap>) provides guidance for developing effective county 4-H programs. Included in it is the Model for 4-H Program Delivery (summarizing Initiative 7 logic models) that depicts the integration of key elements and processes. Many aspects of Standards and Expectations are considered "outputs" of a logic model. Ensuring that these outputs result in achieving positive outcomes and impacts requires the creative efforts of faculty.

2015 Statewide Plan of Action: Initiative 7 Youth Development Logic Model



Assumptions: Programming is framed around 4-H essential elements, life skills model, 4-H professional research & knowledge & competencies (PRKC), national 4-H "mission mandates" and UF/IFAS research-based knowledge using the experiential learning model and place-based education based on statewide priorities that meet local needs. Standing partnerships include the United States Department of Agriculture (USDA) and the Land Grant University System. Participation in 4-H clubs provides the positive, supportive environments youth need to succeed. School enrichment, day and residential camps, and other short term and special interest programs introduce youth to longer-term learning experiences. Increased emphasis will be placed on offering longer-term experiences.

External Factors: UF/IFAS Extension long range planning, government funding, political priorities (Sandra Day O'Conner Act, No Child Left Behind), the Socio-ecological model, environmental climate, population changes, demands on family time and resources, changes in society and health practices.

Sample Situation Statement

Opportunities for youth that supplement formal education, enhance life skills development, and prepare youth for tomorrow's workforce have been assessed as priorities in Extension 4-H Youth Development programming. Studies have found that youth who participate in 4-H are less likely to engage in at-risk behaviors (such as smoking, drinking, bullying, etc.), contribute more to their family and community, and state they are more likely to attend college (Lerner et al, 2012). All these factors lead to productive, well-adjusted citizens prepared for the workforce. By introducing youth to school enrichment, day and residential camps, and other types of programs in 4-H, youth are more likely to become engaged and join 4-H clubs. Through participation in 4-H clubs and other educational activities, efforts focus on meeting the highest-priority educational needs: helping youth develop science, technology, engineering, and math (STEM) literacy; helping youth develop an interest in learning that will equip them to succeed in a rapidly changing society and global economy; teaching youth responsibility, developing their ability to become leaders, and engaging them in their communities; helping youth develop healthy lifestyles; and encouraging youth to get outdoors to appreciate nature, agriculture, and natural resources.

[A paragraph should relate specifically to county needs, demographics, etc.]

*Lerner, R.M., Lerner, J.V., et al. (2012). *The positive development of youth: Report of the findings from the first eight years of the 4-H Study of Positive Youth Development*. Tufts University, Institute for Applied Research in Youth Development.

Sample Program Objectives*

Short-term Outcomes

1. Gain knowledge and develop competencies in science, technology, engineering, and math (STEM), Healthy Living, Citizenship and Leadership

* ____% of ____ 4-H club members will develop leadership skills as evidenced by teaching and helping others, by participating in community club meetings and activities, by holding offices in their clubs, county, district and state 4-H council and by organizing local 4-H events and through mentoring younger 4-H members.

* ____% of ____ youth will demonstrate an increase in knowledge or skills related to science, technology, engineering, and math (STEM) as a result of school enrichment programs, field days, workshops, day camps, or project curricula measured through pre/post-tests, project reports, and skill-athon scores. (Common Measure- Science and YEAQ tools)

* ____% of ____ youth will demonstrate healthy food choices and increased levels of positive activities promoting physical exercise to develop improved practices for personal safety and health as a result of participating in a 4-H healthy living project. (Common Measure- Healthy Living tool)

* ____% of ____ youth enrolled annually in the County 4-H program will attain citizenship and community service skills as demonstrated through community service efforts and as self-reported by youth through club service, project book reports and/or standards of excellence.

Medium-term Outcomes

All of the outcomes contribute to work-force skills.

1. Youth will make positive choices by demonstrating responsibility, critical thinking skills, financial literacy, goal setting/achievement teamwork.

* ____% of ____ youth in _____ County will make a positive choice by demonstrating responsibility as self-reported through project narrative stories.

* ____% of ____ youth who participate in a 4-H Youth Development project will demonstrate social action and environmental behaviors such as recycling, protecting our native flora and fauna, participating in community clean ups, gardening, restoration, etc. that will impact the local environment positively as evidenced through self-evaluations and community service projects.

2. Youth will effectively communicate.

* ____% of ____ 4-H club members will demonstrate an increase in written and verbal communication skills, as indicated by scores earned by youth presenting speeches, demonstrations, illustrated talks, record books, and achievement portfolios through as well as presentations made beyond the 4-H club.

3. Apply content knowledge (mastery) in science, technology, engineering, and math (STEM), healthy living, and citizenship / leadership. (See national "mission mandate" logic models for specific details).

* ____% of ____ youth who participate in a 4-H youth development project will be more scientifically literate as a result of APPLYING knowledge and skills learned as evidenced by improvement in project report scores, standards of excellence awards, competitive event scores.

*Faculty should determine their percentage goals based on needs assessment including input from County 4-H Associations and other local 4-H advisory committees, Census data, etc.



Mission Mandates

The mission of 4-H is to provide meaningful opportunities for youth and adults to work together to create sustainable community change. This is accomplished within three primary content areas, or mission mandates, - citizenship, healthy living, and science. The educational foundation of 4-H lies in these three mission mandates. These mandates reiterate the founding purposes of Extension (e.g., community leadership, quality of life, and technology transfer) in the context of 21st century challenges and opportunities.

Each community and state faces diverse needs in these initiative areas. Each 4-H program brings unique resources and priorities to this work. In the cooperative spirit of the Extension Service, collaboration among state 4-H programs on curriculum, training, and evaluation will strengthen each program and enhance the outcomes of each initiative.

Citizenship

Since its inception, 4-H has placed emphasis on the importance of young people being engaged, well-informed citizens. By connecting to their communities and community leaders, youth understand their role in civic affairs and expand their role in decision making processes. It's clear that civic engagement provides the foundation that helps youth understand the "big picture" of life and find purpose and meaning. The core areas of Citizenship are:

- Civic Engagement (voice, advocacy, activism)
- Service (community service, service learning, community youth development)
- Civic Education (government principles, processes and structure; personal roles & responsibilities, history & cultural heritage)
- Leadership (leadership, respect, understanding, character development)

Citizenship is interwoven into learning experiences through opportunities to engage with the community and through building relationships with both youth and adults from diverse backgrounds.

Healthy Living

Healthy food and nutrition has been addressed by the program since its inception in 1902. Having a long history of promoting healthy living among youth and their families, 4-H has become a national leader in health-related education. The 4-H Healthy Living Mission Mandate engages youth and families through access and opportunities to achieve optimal physical, social, and emotional well-being. The core areas of Healthy living are:

- Nutrition
- Fitness
- Social-Emotional Health
- Prevention of Injuries
- Prevention of Tobacco, Alcohol, and other Drug Use

Healthy living is interwoven into learning experiences through opportunities to make decisions that lead to positive well-being for the individual and the community in which they live.



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Science

The need for science, engineering, and technology education is essential for today's young people. 4-H programs prepare youth for the challenges of the 21st century by engaging them in a process of discovery and exploration. The core areas of Science are:

- Animal Science & Agriculture
- Applied Mathematics
- Consumer Science
- Engineering
- Environmental Science & Natural Resources
- Life Science
- Technology

Science is interwoven into learning experiences through inquiry based opportunities that connect knowledge, skills, and resources to practical application across multiple settings.

These three mission mandates – citizenship, healthy living, and science – all intertwine and can be integrated across project areas and activities. The content development of the mission mandates is closely tied to the research and teaching of the land grant university system, and provides the educational foundation of 4-H.