



Name of Program: 4-H Youth Development

Situation Statement: 4-H Youth Development (4-H YD) programs promote positive youth development and community youth development (CYD) when they incorporate critical elements. These elements were identified in the 2001 National 4-H Impact Assessment and verified by a survey of existing research in the 2002 Community Programs to Promote Youth Development. (link to our web page with this information)

Youth are New Hampshire's future. University of New Hampshire Cooperative Extension (UNHCE) 4-H YD helps youth develop **character** and life skills, acquire knowledge and form attitudes to be **competent, caring, confident, connected** and **contributing** members of society. Further, the 2001 New Hampshire Conversations on Youth identified a need to include youth as partners in all levels of community decision making.

A safe environment during out-of-school time is critical to positive youth development in our communities. <http://4-Hafterschool.org/>

The following factors influence the future of the 4-H YD program:

External Factors:

- The demographics of New Hampshire (NH) are rapidly changing.
- More diverse family structures. Increase in number of NH families living in poverty.
- NH communities lack resources for youth opportunities, particularly in rural areas.
- Increasing need for out-of-school time activities promoting positive youth development for NH youth, especially teens.

Assumptions:

- 4-H YD is a well respected and effective youth development program in NH.
- A successful 4-H YD program is dependent on adequate number of competent volunteers.
- NH 4-H YD staff will collaborate with other UNHCE program area staff and community partners to accomplish desired impacts.
- The NH 4-H YD program provides youth a unique and inclusive setting for individual life skill development and mastery of subject matter competencies through the interactions with caring adults (paid and volunteer)
- 4-H YD staff have the ability to recognize and understand the needs of individuals in communities, and to facilitate educational opportunities in respond to those needs.
- 4-H alumni who had positive experiences in 4-H YD programs often make long term commitments to the program by providing time, money or other resources.
- National Extension 4-H YD initiatives are integrated into the NH state/county 4-H youth development efforts, including CYFAR (Children Youth and Families at Risk), after school programs, youth adult partnerships and others as they evolve.
- Partnerships between University System of New Hampshire (USNH) and UNHCE 4-H YD can provide two-way communications for youth, faculty and community partners to foster lifelong learning.

Barriers:

- Youth and their families are overextended in time and often financial resources.
- The public image of 4-H YD is often limited to rural youth and county fairs and doesn't capture the breadth of the current program.
- NH 4-H YD programs are competing for a limited pool of volunteers and financial resources.
- As individuals, youth and adults lack appreciation of the strengths each brings to a group for planning and decision making.
- Communities have not identified and addressed the barriers which limit effective youth participation in planning and decision making.
- Lack of transportation throughout the state often inhibits participation of youth and families in many community based programs.
- Individuals and communities don't fully understand the relationship of USNH and the land-grant university system to UNHCE 4-H YD.
- Limited resources provide challenges to maintain quality staff (paid and volunteer), provide effective, meaningful programs and support facilities that provide a safe and inclusive learning environment.

Inputs	Outputs		Learning Outcomes	Outcomes ~ Impact	
	Participants	Activities		Action Outcomes	Impact

<p>Flexible 4-H YD program to meet the changing demographic needs of NH.</p> <p>CYFAR (Children, Youth and Families at Risk) programming is integrated into all aspects of the UNHCE program.</p> <p>Age-appropriate, research-based curriculum & other educational resources</p> <p>Web support person</p> <p>MOU with PlusTime NH</p>	<p>Youth participants in all 4-H YD programs</p> <p>Adult volunteers</p> <p>Community leaders</p> <p>UNHCE staff</p>	<p>Diverse delivery methods, conducted in safe, inclusive environments, including:</p> <ul style="list-style-type: none"> • 4-Hclub/group meetings • Experiential learning workshops • 4-H programs/ events • Community projects • 4-H Afterschool • 4-H camps <p>Effective web site</p> <p>Training for UNHCE staff, 4-H volunteers and community leaders.</p> <p>Leadership training for youth</p>	<p>Youth continually gain and master skills & knowledge in subject matter and life skills.</p> <p>Youth learn to set goals, make plans, & identify resources to achieve their goal.</p> <p>Youth understand and accept differences.</p> <p>Youth develop skills to work effectively with diverse groups of people.</p> <p>Youth obtain accurate knowledge and learn to adapt to change about issues facing them (i.e. healthy life style choices, peer and adult relationships, subject matter, technology, social and economic factors).</p> <p>Youth gain communication skills and self-confidence.</p> <p>Youth gain leadership skills.</p>	<p>Youth become life-long learners.</p> <p>Youth set and achieve goals by creating and implementing plans.</p> <p>Youth plan, conduct and evaluate projects to improve their community.</p> <p>Youth work effectively with diverse groups of people.</p> <p>Youth make positive life decisions and adopt and exhibit healthy life styles.</p> <p>Youth demonstrate care and concern of others and their community.</p> <p>Youth express their ideas confidently and competently.</p> <p>Youth serve in age-appropriate leadership roles.</p>	<p>Youth become caring and contributing members of society through positive experiences in a diverse 4-H YD program.</p>
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	Participants	Activities			
<p>Volunteer recruitment materials</p> <p>Volunteer competency inventory model</p> <p>Web site resources Web support person</p> <p>4-H CCS (Cooperative Curriculum System) curriculum (http://www.n4hccs.org/)</p>	<p>Volunteers</p> <p>Teachers</p> <p>Community partners</p> <p>Extension Educators</p>	<p>Volunteer recruitment activities</p> <p>Volunteer application and screening process</p> <p>Volunteers complete an inventory of competencies needed to be successful as a youth development volunteer.</p> <p>Training in child protection issues and policies.</p> <p>Volunteer training held in county, region and state</p> <p>Establish a statewide comprehensive volunteer management system for 4-H YD.</p> <p>Web-based training and support</p> <p>Volunteer handbook</p> <p>Fact Sheets/Video support</p>	<p>Volunteers increase their understanding of life skill development, experiential education, essential elements of positive YD, ages and stages of child development, risk management, program development, and group management.</p> <p>Volunteers enhance their subject matter skills & their ability to incorporate positive YD concepts into any subject matter they teach.</p> <p>Volunteers learn to access resources, support systems and guidance in positive YD.</p> <p>Volunteers understand and appreciate their relationship with all other volunteers and Cooperative Extension.</p> <p>Adults are motivated and willing to share-skills, talent and time to help youth develop their potentials.</p>	<p>Volunteers continuously assess their knowledge and skills related to positive youth development and set personal goals for their continuing education.</p> <p>Volunteers apply positive YD skills and knowledge when working with youth.</p> <p>Volunteers are competent, supported and empowered in their role as positive youth developers.</p> <p>Volunteers work collaboratively with Cooperative Extension to achieve positive YD outcomes.</p> <p>Adult volunteers mentor and advise youth and other adult volunteers in an effective and positive manner.</p> <p>Adult volunteers and youth are positive role models for youth.</p>	<p>4-H YD volunteers positively influence the development of youth and are continually developing their competencies as adult volunteers who work with youth.</p>

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<p>Current CYD theory, research, practice and curriculum.</p> <p>Resources in YAP (Youth as Partners), assets in communities, e.g. youth, surveys, community profiles, mapping techniques, focus groups, interviews</p> <p>UNHCE community development and youth development staff</p> <p>Committee membership defined to include youth</p> <p>CYFERNet (www.cyfernet.org) and other web site resources</p> <p>Resources on healthy life style choices, and peer/adult relationships</p> <p>Web Support person</p>	<p>Youth</p> <p>Adults</p> <p>Youth-oriented community coalitions/agencies/organizations</p> <p>UNHCE staff</p> <p>Volunteer advisory committees</p> <p>Local decisions makers</p>	<p>Provide training, information, and technical assistance for youth and adults, UNHCE staff, and community partners on current CYD theory, research, and practices:</p> <ul style="list-style-type: none"> Needs assessment and asset mapping Youth and adult partnerships Community mobilization and strategic planning Collaboration and coalition building <p>Recruit youth to serve on all UNHCE related advisory councils and boards.</p> <p>Provide training on youth issues (i.e. healthy life style choices and peer/adult relationships) and decision making skills.</p> <p>Identify service opportunities and resources related to service learning</p> <p>Develop systems for connecting youth-oriented community groups and sharing effective CYD practices.</p>	<p>Adults learn to be effective and positive mentors.</p> <p>Youth and adults develop an awareness of the components of successful youth/adult partnerships.</p> <p>Youth and adults learn the benefits of and skills for working together in a partnership.</p> <p>Community decision makers, youth and adults increase knowledge about CYD theory, research and best practices.</p> <p>Youth obtain accurate knowledge and learn to adapt to change about issues facing them (i.e. healthy life style choices, peer and adult relationships, subject matter, technology, social and economic factors).</p> <p>Parents, adults and other community leaders appreciate the importance of recognizing youth as contributing partners in the community.</p>	<p>Adults create formal opportunities for youth to contribute as equal partners at the county, state, national levels.</p> <p>Youth and adults identify individual / community needs and concerns, and secure resources/assets to address them.</p> <p>CYD best practices are recognized and adopted by community decision makers.</p> <p>Youth adopt and exhibit healthy lifestyles and positive relations with peers and adults.</p> <p>Youth demonstrate care and concern of others and their community.</p> <p>When working in partnership with adults, youth are recognized for their skills, aspirations, ideas and efforts.</p>	<p>Youth partner and contribute with adults to positively influence the quality of life in their communities.</p>

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<p>UNHCE Staff</p> <p>Collaborations with other youth serving agencies.</p> <p>University Centers, Institutes and faculty.</p> <p>Curriculum and resources for training in positive YD and CYD.</p> <p>Resources on critical topics related to positive YD, CYD, and adolescent issues</p> <p>Web site resources</p> <p>Web support person</p> <p>Marketing plan</p> <p>Picture Tel and other technology</p>	<p>UNHCE staff</p> <p>Local, state, and regional youth serving organizations /agencies</p> <p>Volunteers/volunteer groups</p> <p>USNH faculty and staff</p> <p>Communities interested in addressing issues relating to youth.</p>	<p>Identify critical components of YD and CYD, and develop appropriate tool kits for 4-H YD staff and partners. (i.e. positive YD concepts, Youth As Partners, facilitation, volunteer management, and collaboration).</p> <p>UNHCE staff receive and provide YD, CYD training.</p> <p>4-HYD staff and partners use and share tool kits of YD, CYD and volunteer management resources to enhance the quality of 4-H and other youth and community programs</p> <p>Assist communities in informing citizens of current needs assessments and resulting actions.</p> <p>4-H YD staff are active members of community, state, and regional collaborations/ coalitions.</p> <p>Market UNHCE as a resource for positive YD and CYD.</p>	<p>Communities learn about resources available through UNHCE in positive YD, CYD, risk management, and volunteer management.</p> <p>Community partners gain knowledge in Core YD and CYD concepts.</p> <p>Partners learn that UNHCE staffs are resources for technical assistance and/or partners in programs for youth, family, and community issues (i.e. program planning, funding, implementation, and evaluation).</p>	<p>The capacity of communities to actively address local issues is increased.</p> <p>Community partners will demonstrate enhanced YD and CYD skills as a result of utilizing 4-H YD tool kits.</p> <p>UNHCE is recognized as a collaborator in important community issues and is involved in the grant process.</p>	<p>4-H YD staff partner with other youth collaborators to address youth, family and community issues and enhance quality of life.</p>
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<p>Research, trends and data from the University Land Grant system.</p> <p>MOUs with USNH centers and departments exist where appropriate.</p> <p>Certificates of attendance/participation are provided to enable participants of 4-H YD training to meet professional development requirements (i.e. CEUs)</p>	<p>USNH faculty/Deans/dept. chairs</p> <p>UNH Centers and Institutes</p> <p>UNHCE field staff</p> <p>UNHCE specialists</p> <p>4-H YD Program Leader</p> <p>4-H youth, parents</p> <p>4-H volunteers</p> <p>Community partners</p>	<p>4-H YD staff development includes intentional campus tours, meetings with faculty, and/or professional development opportunities.</p> <p>4-H YD staff engages in dialogue with faculty/staff about research opportunities and collaborative efforts between USNH and 4-H YD.</p> <p>Opportunities for 4-H YD and USNH partnerships are identified and explored in individual and small group meetings with volunteers, program participants, and partners.</p> <p>4-H events, activities, and trainings are held at the UNH campus or other teaching sites, using faculty and staff as resources.</p>	<p>4-H YD staff understands the Land Grant mission, and are knowledgeable about University programs and ways to effectively engage faculty in experiential learning with youth.</p> <p>Faculty understands the scope of outreach to youth, families and communities through UNHCE & 4-H YD.</p> <p>4-H youth and volunteers learn about UNH campus life, faculty, academic programs, research, and career opportunities.</p> <p>Volunteers, program participants and partners understand the relationship of 4-H YD with USNH; and the unique opportunities available through UNH's Land Grant, Space Grant, and Sea Grant programs.</p>	<p>4-H YD staff partner with USNH faculty to develop cooperative programs, apply for grants, and engage faculty and students in supporting NH communities.</p> <p>Interns/graduate students benefit from placement with the county and state 4-H program.</p> <p>Research projects take place at 4-H program settings, including camps, and with 4-H audiences.</p> <p>Youth and parents explore USNH as a potential choice in higher education.</p> <p>Volunteers, teachers, coaches, youth leaders, etc. access training to enhance the quality of youth development education and programming through the partnership of UNHCE and USNH, both on campus and in their communities.</p>	<p>The strong partnership between USNH, UNHCE and 4-H YD supports the UNH Land Grant mission of engagement resulting in the enhanced quality of life for youth in the context of families and communities.</p>