

**POW Logic Model Name:** 4H Youth Development (2008) (APPROVED)

**Reporting years:** 2008,2009,2010,2011,2012

### **Situation:**

The 4-H Youth Development program strives to foster the positive successful development of all youth. New Hampshire's program is well supported by constituent groups, the 4-H Foundation of New Hampshire and others. Total enrollment in traditional 4-H groups, camp, school enrichment and other special interest programs was 12,601 in 2004 with a strong cadre of adult volunteers totaling 1,964 in the same year.

Creating supportive environments for 4-H Youth Development programs, where youth have a sense of belonging and a desire to grow in knowledge and skill has become increasingly complex. Each year, NH loses 12,500 acres of open space and farmland due to development. (FAIR-New Hampshire Immigration Impact Statement.) The resulting growth brings excess traffic, overcrowded schools, neighborhoods of strangers, community battles over growth, and an influx of immigrants. The changing demographics and character of the state challenge us to adapt programs to meet the needs of youth and families. Significant changes include:

- **More people, new cultures:** NH population increased 11% (+127,000 people) from 1990 to 2000 – the fastest growth rate in New England. In that period, the state's foreign-born population increased 32% (+ 13,000 immigrants). About 174,000 NH people (14% of NH population) are immigrants or children of immigrants. Assimilation of the new with the old requires cooperation, acceptance and change.
- **Overcrowded schools** – From 1990 to 2000, the K-12 public school enrollment increased 25%. Students can become disengaged from learning when pupil/teacher ratio is high, there are too few textbooks, or classes are crowded into libraries, cafeterias, stages, and portable units.
- **Drop-out rate** – In the first four years of the 21<sup>st</sup> Century, over 10,600 NH teens left school only partially prepared for adulthood based on the cumulative dropout rate. They enter an adult world without the experience and preparation to succeed in the workforce.
- **Poverty** – Lack of resources affects a family's capacity to participate in work and community life. At minimum wage (\$5.15), a NH worker must work 122 hours/week to afford a two-bedroom unit at fair market rent. The state's housing wage (able to pay rent on the wages for 40 hours/week) is \$15.77. Homelessness, transience and living with relatives in crowded conditions can diminish a child's capacity to develop into a successful adult.
- **Language barriers:** An increasing number of New Hampshire public school students have limited English proficiency. There is a greater need for cultural understanding and bilingual program resources.

Positive youth development is increasingly guided by scientific research. National 4-H Headquarters, USDA adopted a positive youth development model based on theory, research and practice (L.Brendtro, M.Brokenleg, and S.Van Bockern). In this model, those who work in youth development programs strive to create effective programs and safe environments that meet the four basic needs of youth: mastery, belonging, independence, and generosity. These four areas parallel the traditional four Hs – head, heart, hands, and health.

**Head -(Independence)** - Youth need to gain confidence and skills necessary to make thoughtful decisions, accept responsibility, exercise self-discipline, and move toward independence. They need to know they are able to influence people and events through decision-making and actions. Young people aren't just leaders of tomorrow. They have great untapped potential for responsible leadership today. 4-H Youth Development volunteers create opportunities where youth learn to better understand themselves and become independent thinkers. By exercising independence through 4-H leadership opportunities, youth mature in self-discipline and responsibility. Through 4-H experiences, youth learn to think independently and make decisions that prepare them for the important choices made in later life. 4-H leadership roles allow youth to take responsibility for many decisions and/or actions that once fell solely on adults. Organizational skills, patience and group dynamics are assets learned as youth become contributing adults.

**Heart (Belonging)** - Youth need to know they are cared about, feel connected and physically and emotionally safe, learn and practice social skills, have opportunities to interact with others similar and different from them, learn the value of cooperation, and have opportunities for long-term consistent relationships with adults other than parents. Research suggests a sense of belonging may be the most powerful positive ingredient we can provide to youth. (National 4-H Headquarters.) 4-H Youth Development provides safe environments and opportunities for 4-H youth to get to know and interact with each other through projects and activities. Through involvement in their community and 4-H groups, 4-H youth gain the important social skills that allow them to thrive with others in society. Learning communication, cooperation and social skills provides a foundation for life-long participation in family, community and work environments.

**Hands (Generosity)** - Youth need to feel their lives have meaning and purpose, and their effort to help others is important and valuable. They need to feel they are connected and

contributing members of their peer group, family, school and community. They need to realize they do not live in a secluded world, but instead in a global community which requires awareness and compassion for others. (National 4-H Headquarters) Families, schools, communities, youth programs, and volunteers influence the positive development of young people. Youth are capable, motivated, enthusiastic and risk-takers. Involving youth in civic activities and youth-adult partnerships helps them develop new knowledge and skills, builds a more engaged citizenry, and enriches our programs. There is strength in bringing together individuals of different ages, from diverse backgrounds and community groups to address youth, family, school and/or community issues. Participation in 4-H community service and citizenship activities allows youth to give back to others, and provides a foundation to better understand the "big picture" and find purpose and meaning in life.

**Health (Mastery)** – Successful youth believe they are capable and competent, and have acquired experience making decisions, solving problems and meeting challenges. The subject matter taught in 4-H projects is the foundation enabling 4-H youth to master skills and explore possible careers leading to healthy and productive adulthood. The breadth and depth of 4-H youth development projects and activities enable youth to pursue their own interests. Learning about the environment, science and technology, how to be good consumers, as well as caring for animals provides 4-H subject matter skills that can be of economic, social and/or personal value to youth in their future. The 4-H volunteers utilize quality research-based content in providing opportunities for youth to learn by doing. (National 4-H Headquarters)

### **Stakeholder Input:**

Data was collected from stakeholders via county visits, advisory committees and reviewed by youth staff. (This needs to be developed further)

### **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.

### **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.

Outputs/Activities	Outcomes/Impact		
	Learning Outcomes	Action Outcomes	Condition Outcomes
<p>Recruit, screen, orient new volunteers</p> <p>Support and recognize volunteers</p> <p>Middle manager system design and support</p> <p>Volunteer/staff training – multiple delivery methods</p> <p>Club/group organization, management, and reporting</p> <p>4-H After school (includes coalitions, meetings, staff training, etc.)</p> <p>CYFAR – (includes coalitions, meetings, staff training, etc.)</p> <p>OMK – (includes coalitions, meetings, staff training, etc.)</p>	<p><b>Volunteers</b> gain knowledge and skills to create safe program environments where 4-H youth participants feel physically and emotionally safe, and conflict prevention and resolution strategies are used effectively.</p> <p><b>Volunteers</b> enhance their subject matter skills and their ability to teach and support subject matter/projects.</p> <p><b>Volunteers</b> increase their knowledge and understanding of positive youth development concepts.</p> <p><b>Volunteers</b> gain knowledge, understanding, and skills to accept differences and work effectively with diverse people and groups.</p> <p><b>Volunteers</b> gain knowledge and skills in program management, volunteer management and risk management to enable them to serve in middle management roles.</p>	<p><b>Volunteers</b> accept differences and work effectively with diverse people and groups.</p> <p><b>Volunteers</b> apply positive youth development skills and knowledge when working with youth.</p> <p><b>Volunteers</b> assume additional leadership roles supporting the NH 4-H YD program.</p> <p><b>Volunteers</b> increase resources and cost effective practices to support positive change for youth and families in the community.</p> <p><b>Volunteers</b> use practices indicative of high quality youth development programs where participants feel emotionally and physically safe.</p>	<p><b>4-H Youth Development volunteers and staff of other youth serving organizations positively influence the development of youth and continually develop their competencies as adult volunteers who work with youth.</b></p>
<p>Juvenile Justice Projects – (includes coalitions, meetings, staff training, etc.)</p> <p>Technical support to youth serving agencies/organizations</p> <p>Grant Development</p>	<p>4H5 - # of NH 4-H YD 1st &amp; 2nd year volunteers that understand positive youth development concepts when working with youth; (statewide target is 80%) and 60% report post-test use of positive youth development concepts.</p> <p>4H6 - # of 4-H YD volunteers and program staff surveyed that understand and adopt practices within their programs/groups/clubs which foster a sense of belonging, mastery, generosity and independence (Circle of Courage) for all participating youth. (statewide target is 60%)</p> <p>4H8- # of NH 4-H YD middle management volunteers surveyed that report gaining knowledge and practicing the skills leading to mastery of specific leadership roles within the context of positive youth development. (statewide target is 60%). (Relates to CPL6 &amp; SNHC1)</p>		

Missing indicators 2 & 9

Outputs/Activities	Outcomes/Impact		
	Learning Outcomes	Action Outcomes	Condition Outcomes
<p>4-H Foundation work (local and state-wide)</p> <p>Fund raising events</p> <p>Marketing / PR, general 4-H, newsletters, specific events or activities</p> <p>4-H After school (includes coalitions, meetings, staff training, etc.)</p> <p>CYFAR – (includes coalitions, meetings, staff training, etc.)</p> <p>OMK – (includes coalitions, meetings, staff training, etc.)</p> <p>Juvenile Justice Projects – (includes coalitions, meetings, staff training, etc.)</p> <p>4-H club/group/session- youth leadership/citizenship development</p> <p>Grant Development</p>	<p><b>Community</b> members and collaborators actively seek and engage youth in leadership roles today, as well as in the future.</p> <p><b>Youth and adults</b> gain knowledge, understanding, and skills to participate as effective partners with adults and other youth in making a positive contribution in their community.</p> <p><b>Youth and adults</b> learn community development processes to address issues of concern and influence the quality of life in their communities.</p>	<p>Community members and collaborators actively seek and engage youth in leadership roles today, as well as in the future.</p> <p><b>Youth and adult</b> partnerships/groups increase resources and cost effective practices to support positive change for youth and families in the community.</p> <p><b>Youth and adults</b> partner to assess needs, identify assets, strategically plan and develop action and evaluation plans to address issues of concern related to youth and families in order to improve their communities.</p>	<p><b>Youth and adults collaborate and contribute to influence the quality of life in their communities.</b></p>
	<p>4H1- # of NH youth surveyed involved in 4-H YD programs demonstrate an increase in specific life skills. (statewide target is 60%)</p> <p>4H3 - # of youth and adults surveyed on involvement in 4-H YD programs who increase knowledge and skills related to successful community action. (statewide target is 60%) (Relates to CPL5, SNHC5, and SNHC10)</p> <p>4H7 - # of targeted partnerships, coalitions, and groups who report the sharing or acquisition of resources through significant Extension involvement. (statewide target is 35%) (Relates to CPL1, SNHC11)</p> <p>4H9- # of volunteers (youth and adult) surveyed from UNHCE targeted boards, committees and collaborations that report increased recognition of the contributions of youth on their boards. (statewide target is 60%). (Relates to CPL3)</p>		

Outputs/Activities	Outcomes/Impact		
	Learning Outcomes	Action Outcomes	Condition Outcomes
<p>Event and activity development and management</p> <p>Subject matter/life skill training – multiple delivery methods</p> <p>Records, resume, recognition opportunities</p> <p>County Fair</p> <p>4-H Camp</p> <p>Marketing / PR, general 4-H, newsletters, specific events or activities</p> <p>4-H After school (includes coalitions, meetings, staff training, etc.)</p> <p>CYFAR – (includes coalitions, meetings, staff training, etc.)</p> <p>OMK – (includes coalitions, meetings, staff training, etc.)</p> <p>Juvenile Justice Projects – (includes coalitions, meetings, staff training, etc.)</p> <p>4-H Foundation work (local and state-wide)</p> <p>Fund raising events</p> <p>Grant Development</p>	<p><b>Youth</b> continually gain and master knowledge and skills in project subject matter.</p> <p><b>Youth</b> develop knowledge and build skills and competencies leading to activities and projects that allow them to demonstrate care and concern for others in their community.</p> <p><b>Youth</b> continually gain and master life skills, including communication, decision-making, goal setting, leadership, teamwork, citizenship and the ability to accept differences.</p>	<p><b>Youth</b> experience opportunities in community youth development programs which promote: appreciation of individuals different from themselves, communication skills, group and community involvement, leadership and job skills.</p> <p><b>Youth</b> share their subject matter knowledge and skill with others.</p> <p><b>Youth</b> use their understanding and skills to work effectively with diverse people and groups.</p>	<p><b>Youth become caring and contributing members of society through positive experiences in a diverse 4-H Youth Development program.</b></p>
	<p>4H1- # of NH youth surveyed involved in 4-H YD programs demonstrate an increase in specific life skills. (statewide target is 60%)</p> <p>4H2- # of youth/adults surveyed who demonstrate an increase in knowledge and/or skills related to specific projects and/or subject matter. (statewide target is 60%).</p> <p>4H3 - # of youth and adults surveyed on involvement in 4-H YD programs who increase knowledge and skills related to successful community action. (statewide target is 60%)</p> <p>4H4 - # of NH youth over the age of 12 and involved in targeted 4-H YD, who present their achievements and/or act as teachers or resources to others through their 4-H experience. (statewide target is 50%)</p>		