### 4-H Citizenship Logic Model – Civic Engagement

<table>
<thead>
<tr>
<th>Situation</th>
<th>Inputs</th>
<th>Outputs</th>
<th>Outcomes</th>
<th>Impacts</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of challenge, problem, or opportunity:</strong></td>
<td><strong>Focus Areas</strong></td>
<td><strong>Activities</strong></td>
<td><strong>Short term</strong></td>
<td><strong>Intermediate</strong></td>
<td><strong>Conditions</strong></td>
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<tr>
<td>- Low participation rates reflect a decline of trust in public institutions and public leaders.</td>
<td>- What we invest:</td>
<td>- What we do:</td>
<td>- Occurs when there is a change in knowledge or the participants learn:</td>
<td>- Occur when there is a change in behavior or the participants act upon what they have learned and:</td>
<td>- Occur when a societal condition is improved due to a participants action taken in the previous column:</td>
</tr>
<tr>
<td></td>
<td>- Evidence-based and evidence-informed curricula</td>
<td>- Cooperative and experiential learning, non-formal education programs</td>
<td></td>
<td></td>
<td>- Children, youth and families</td>
</tr>
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<td></td>
<td>- Land Grant and Public Universities</td>
<td>- Peer mentoring</td>
<td>Children, youth and families</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Human resources</td>
<td>- Family engagement</td>
<td>- Increase knowledge of context, problems, history, and policies</td>
<td></td>
<td>- Economic improvements will occur due to the activities of an engaged community</td>
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<tr>
<td></td>
<td>- Existing 4-H Youth Development and Families curricula, delivery modes, and programs</td>
<td>- Projects, trainings, workshops, internships and apprenticeships</td>
<td>Youth and families</td>
<td></td>
<td>- Civic engagement in the health of a community will increase the health of the environment</td>
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<td></td>
<td>- National reports and standards that establish benchmarks for outcomes</td>
<td>- Applied research</td>
<td>- Attitude conveying ability to positively affect community needs</td>
<td></td>
<td>- Youth and families</td>
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<td></td>
<td>- Support of national partners</td>
<td>- Evaluations</td>
<td></td>
<td>Youth and families</td>
<td></td>
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<td></td>
<td>- Research and literature focused on youth, family and community development</td>
<td>- Convened coalitions</td>
<td></td>
<td></td>
<td>- Social interaction will center around being engaged in civic matters</td>
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<td></td>
<td>- Financial support</td>
<td>- Grant proposals developed and awarded</td>
<td></td>
<td></td>
<td>Children, youth, families and the community</td>
</tr>
<tr>
<td></td>
<td>- Relationships with national, regional, state</td>
<td>- Needs assessment</td>
<td></td>
<td></td>
<td>- Civic improvements will be accomplished by engaging the community in its entirety civic engagement</td>
</tr>
</tbody>
</table>

- **What we invest:**
  - Evidence-based and evidence-informed curricula
  - Land Grant and Public Universities
  - Human resources
  - Existing 4-H Youth Development and Families curricula, delivery modes, and programs
  - National reports and standards that establish benchmarks for outcomes
  - Support of national partners
  - Research and literature focused on youth, family and community development
  - Financial support
  - Relationships with national, regional, state

- **What we do:**
  - Cooperative and experiential learning, non-formal education programs
  - Peer mentoring
  - Family engagement
  - Projects, trainings, workshops, internships and apprenticeships
  - Applied research
  - Evaluations
  - Convened coalitions
  - Grant proposals developed and awarded
  - Needs assessment
  - Social marketing campaigns
  - Disseminated and replicated programs
  - Published curricula and peer-reviewed articles/resources
  - Engage young people in political education and awareness

- **Occurs when there is a change in knowledge or the participants learn:**
  - Children, youth and families
  - Increase knowledge of context, problems, history, and policies
  - Attitude conveying ability to positively affect community needs

- **Occur when there is a change in behavior or the participants act upon what they have learned and:**
  - Children, youth and families
  - Personally seeking civic engagement for self, as well as community
  - Create opportunities to affect change in the community

- **Occur when a societal condition is improved due to a participants action taken in the previous column:**
  - Children, youth and families
  - Economic improvements will occur due to the activities of an engaged community
  - Civic engagement in the health of a community will increase the health of the environment
  - Social interaction will center around being engaged in civic matters
  - Civic improvements will be accomplished by engaging the community in its entirety civic engagement
| and experts, networks, advocates and facilities | -Youth leaders and partnerships with young people | -Electronic resources | -Voice |
| -Informed decision making | -Advocacy | -Activism | -Build skills and capacity for power analysis and action around issues young people identify |
| | -Help young people build collective identity of young people as change agents | -Engage young people in advocacy and negotiation |

*Who we target:*
- Youth, families staff, volunteers, community leaders, partner organizations, collaborators
- Special focus on new and underserved youth and families

| Assumption – 4-H makes valuable contribution to youth; Extension contributes to civic engagement in the youth and their families; youth and their families are more involved in meaningful learning experiences; 4-H youth will have more variety in choices and opportunities; 4-H programs promoting civic engagement will evolve; youth and their families have the ability to increase civic engagement among themselves and their communities; citizenship is a dynamic and |
| External Factors – Peer influence has a strong impact on creating changes; families will continue to face resource constraints; demands on family time will continue to be a factor in the programs they choose to participate in over time; changes in civic engagement will impact young people and their families |

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fluid process and the learning must reflect this approach; includes both short and long-term experiences; young people will drive their own learning with the support of an adult; technology accelerates learning; community is defined broadly and in many ways by the community members; opportunities will be provided for youth to have learning experiences at the local, state, national and global levels; youth and adults communicate, interact, and collaborate in new and innovative ways