4-H Citizenship Logic Model – Civic Education

Situation	Inputs	Outputs	Outcomes		Impacts
	Focus Areas	Activities	Short term	Intermediate	Conditions
Description of challenge, problem, or opportunity:	*What we invest:*	*What we do:*	*Occurs when there is a change in knowledge or the participants learn:*	*Occur when there is a change in behavior or the participants act upon what they have learned and:*	*Occur when a societal condition is improved due to a participants action taken in the previous column:*
-Fewer than half of all states require high school students to complete a one semester course in government or civics.	-Evidence-based and evidence-informed curricula	-Cooperative and experiential learning, non-formal education programs	Children, youth and families	Children, youth and families	Children, youth and families
	-Land Grant and Public Universities	-Peer mentoring	-Gain knowledge of the importance of education of civic duties	-Personally seeking civic education for self as well as community	-Education will better the economic situation by increasing awareness and interest allowing more individuals and communities to become involved in solving the economic crisis
-Lack of civic knowledge and skills decrease the likelihood of engagement in community education.	-Human resources	-Family engagement			
	-Existing 4-H Youth Development and Families curricula, delivery modes, and programs	-Projects, trainings, workshops, internships and apprenticeships	Youth and families	Youth and families	Youth and families
-Youth involved in a civic education group are more likely to understand the following: what are civic life, politics, and government; what is the foundation of the American Political System; what is the relationship of the United States to other nations and world affairs		-Applied research		-Create opportunities to affect change in the community	-Education about saving the environment will increase knowledge of healthy decisions improving the health of communities
	-National reports and standards that establish benchmarks outcomes	-Evaluations	-Positive attitude about education on public policies affecting the community		
		-Convened coalitions		Community	
	-Support of national partners	-Grant proposals developed and awarded	Youth, family and the community	-Provide access to places where knowledge can be gained	Youth, family and the community
		-Needs assessment			-Education of civic duties will lead to social improvements toward positive citizenship
	-Research and literature focused on youth, family and community development	-Social marketing campaigns	-Develop skills to affectively educate the public about an issue		
		-Disseminated and replicated programs			Children, youth, families and the community
	-Financial support	-Published curricula and peer-reviewed articles/resources	Children, youth, families, and the community		-Civic improvements will increase along with knowledge of communities' concerns and resource due to education
-More than one-third of United States high school students do not	-Relationships with national, regional, state experts, networks,	-Build authentic youth leadership opportunities within programming and organization	-Increase young people's aspiration in		

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have a basic understanding of democratic citizenship and government; therefore, lack the skills to competently participate as an informed citizen. -Youth in the United States demonstrate high levels of cognitive skills in interpreting political communication compared to those in other countries.	advocates and facilities -Youth leaders and partnerships with young people -Electronic resources -Government principles -Personal roles and responsibilities -History -Cultural heritage -Global Citizenship	-Help young people deepen historical and cultural understanding of their experiences and community issues -Build skills and capacities of young people to be decision makers and problem solvers -Increase youth participation in community projects *Who we target:* -Youth, families staff, volunteers, community leaders, partner organizations, collaborators -Special focus on new and underserved youth and families	educating the public about issues that may affect global change	

Assumption – 4-H makes valuable contribution to youth; Extension contributes to civic education 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 education will evolve; youth and their families have the ability to increase civic education among themselves and their communities; citizenship is a dynamic and fluid process 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 education will impact young people and their families

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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

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