

# Extension Program Work Area

## 4-H Youth Development

### PWA1: Science, Engineering and Technology (SET)

#### Rationale

SET is a National 4-H Mission Mandate Program Area

Now, more so than in the past, there is an imperative to ensure that our youth have the skills that will help them be successful in today's global economy. The demand from government, industry and community leaders for an increased emphasis on improving science, engineering and technology skills and knowledge cannot be overstated as globalization has increased and workforce demands have changed. Furthermore, public debates that involve science, engineering and technology ? from cloning and bio-terrorism to genetically modified foods and digital piracy ? are becoming increasingly complex; science, engineering and technology literacy is increasingly a prerequisite for active and informed citizenship. As today's youth become tomorrow's national, state and local leaders over the next quarter century, science, engineering and technology literacy will be a critical tool for wise leadership. As our society and workforce change, the need to understand and appreciate the role of science, engineering and technology has become critical. Because of the ability to draw upon a rich and diverse set of research-based curricula and activities that provide hands-on, real world experiences delivered in both informal and formal settings, 4-H is uniquely positioned to develop America's future generation of scientists and engineers.

#### Stake Holder Input

The overall 4-H program plan of work is based on current development priorities of children, youth, families, and communities. These developmental priorities are drawn from child and adolescent theory and research, particularly in the area of positive youth development and workforce preparation. As such, the overall 4-H plan of work encompasses a broad spectrum of areas critical to positive youth development.

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#### How Stake Holder Input was used to create this PWA

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4-H programming meets the needs of the local community while at the same time stays relevant to the articulated intentions of field of positive youth development.

### **Long Term Outcome**

Young people participating in 4-H SET programs will increase their understanding of the role of science, technology, and engineering in the contemporary world. They will develop knowledge and skill in science, engineering and technology. The achievement of SET knowledge and skills will contribute to the developmental outcomes of competence and confidence. Increased developmental outcomes will lead to the long-term outcome for this PWA: Economic self-sufficiency in adulthood.

### **Indicators of Successful Achievement of this Outcome**

4-H programs with the specific intent of increasing skills and knowledge in science, engineering and technology fall under this program work area. Examples include: Tech wizards, SET programming, Summer Science camps.

## **PWA2: Youth Engagement**

### **Rationale**

Youth Engagement is a National 4-H Mission Mandate Program Area

History is full of the impact of youth engagement: the anti-war, civil rights, immigrant rights, and indigenous language movements are rich with examples of young people who served as crucial actors in creating positive change. There is much to be learned from those efforts. In the past, like today, simply volunteering was not enough ? a passion for social justice guided these young people and their activism. They strove to transform their communities, not just serve them. They toiled to create a more equitable and inclusive society, not just support the status quo. Around similar issues and in diverse communities across the country, young people today build on this legacy of successful youth engagement. Yet few opportunities have existed, or exist today, for intergenerational dialogue that engages present and past activists in youth-led social change in collective exploring, honoring, celebrating, and learning.

A key element of successful forms of youth engagement has always been partnerships with adults that recognize the inherent value that everyone brings to the table. While there is no universally accepted way to do this, the Kellogg Foundation has outlined eight pathways to youth engagement:; 1) Youth Service; 2) Youth political and civic engagement; 3) Youth leadership; 4) Youth Media; 5) Youth-led research and evaluation; 6) Youth philanthropy; 7) Youth governance and decision making; and 8) Youth organizing

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 leaders, youth understand their role in civic affairs and are able to 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 learn the skill sets that will allow them to become wise leaders for the 21st century

### **Stake Holder Input**

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### **Long Term Outcome**

Youth in Oregon will develop interest, skill, and experience in leadership and civic engagement efforts through one of the eight pathways outlined by the Kellogg Foundation. As a result, youth will increase developmental outcomes related to connection, character, confidence, and caring. Increased developmental outcomes will lead to the long-term outcome for this PWA: Positive Contribution to Community

### **Indicators of Successful Achievement of this Outcome**

4-H programs in this program work area are intended to increase civic engagement and leadership knowledge and skills through one of the eight pathways outlined by the Kellogg Foundation. Programming in this area includes youth leadership programs and KYSG, but does not include junior leader or camp counselor training (see PWA6 Volunteer Development & Management).

## **PWA3: Nutrition and Healthy Living**

### **Rationale**

Nutrition and Healthy Living is a National 4-H Mission Mandate Program Area

Obesity and hunger are recognized nationally as problems of epidemic proportion. In particular, obesity has been shown to be associated with the early onset of diabetes, hypertension, and heart disease. Other research indicates that overweight children or adolescents are more than likely to be overweight adults and experience continuing health problems. Although a number of factors can be implicated, eating too many calories (fast food, large servings) while choosing a more sedentary lifestyle (screen time on computers, TV, video games, etc) is most likely to affect most people.

Health and well-being are core beliefs of 4-H, as evidenced by the four H's in the 4-H clover: Head, Heart, Hands, and Health. 4-H is committed to the physical, mental and emotional health of our nation's youth so they may lead healthy and productive lives into adulthood. 4-H has become a national leader in health-related educational issues including chemical health, mental and emotional health, foods and nutrition, physical health and safety.

Nutrition and healthy lifestyles programming is a national 4-H priority. Programming in this area focuses on:

- Nutrition knowledge for youth to be able to select a wide variety of foods to obtain the nutrients our bodies need.
- Food preparation skills as a means of providing choice and more control over what is eaten as well as managing costs.
- Knowledge and behavior change skills to build the habit of physical activity as a way of life for youth at all levels of athletic skill or physical ability

4-H is positively positioned to reach a large number of Oregon youth and deliver these tools. In addition, opportunities to access grants of varying sizes to help support these specific efforts are increasingly available.

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### **Long Term Outcome**

Youth participating in this program work area will develop the knowledge and skills necessary to create a healthy lifestyle- specifically through learning how to 1) select a balanced, nutritious diet, 2) prepare food themselves, and 3) developing a positive attitude toward lifetime nutrition and health. These skills

will increase the developmental outcomes of competence and confidence, and will lead to the long-term outcome for this PWA: Healthy family and social relationships.

### **Indicators of Successful Achievement of this Outcome**

The intent of 4-H programming in this PWA is to teach youth important life skills related to nutrition, health, and maintaining a healthy lifestyle. Programming in this area includes 4-h projects in foods, nutrition, health, and physical activity. Programs can take place in 4-H projects, after school clubs, camps, or other programming that focuses primarily on health and well-being.

## **PWA4: Positive Youth Development**

### **Rationale**

"Positive youth development" or PYD is a term that describes youth programming that is designed to enhance developmental outcomes in youth. In contrast to traditional prevention models, PYD (sometimes shortened to "youth development") emphasizes building skills and assets in youth in addition to preventing common negative outcomes. The goal of the approach is to provide programs that help kids grow into mature and successful adults. Karen Pittman, a renowned veteran in youth work, is credited with coining the motto of the PYD field: "Being problem-free is not the same as being fully prepared." The Oregon 4-H program is built on the theoretical model of PYD. The goal of all programs in Oregon 4H is to teach subject matter and life skills through an intentional process that helps young people meet key developmental needs. While all 4-H programming fits under this program work area, this program work area is designed to capture 4-H programming that is not explicitly covered in other specialized program work areas.

### **Stake Holder Input**

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## **Long Term Outcome**

Through participation in 4-H positive youth development programming, youth will develop a general array of life skills that in-turn increase the developmental outcomes of competence, confidence, connection, character, and caring. The increase in developmental outcomes leads to the long-term outcomes for this PWA: Positive contributions to community; Healthy family and social relationships; and Economic self-sufficiency.

## **Indicators of Successful Achievement of this Outcome**

Recognizing that the intent of all 4-H programming is to provide opportunities for positive youth development, programming in this area includes all 4-H programs that do not fall specifically in one of the other targeted PWAs. This PWA includes many 4-H project areas as well as county 4-H fairs.

## **PWA5: Natural and Environmental Science**

### **Rationale**

Oregonians have a long history of legislated environmental protections that began as early as the first civil government in the Oregon Country in 1843 and continued with legislation such as the 1967 Beach Bill, the 1971 Bottle Bill and the 1973 approval of statewide land use planning. The state's population growth continues to equal or out pace the national average, and diversity is increasing. Finding common ground to address and balance pressing environmental and economic issues and preserve the quality of life Oregonian's value will require an engaged and educated citizenry. At the same time, Oregonians face many critical environmental issues in agriculture, forestry, energy and marine and fisheries resources. The majority of Oregon's land area is in natural resource uses including dry and irrigated cropland, pasture, rangeland, woodlots and forested lands. They contribute to a large sector of Oregon's economy; one out of every 10 jobs directly related to these resources.

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### **Long Term Outcome**

Youth participating in 4-H natural and environmental science programs will develop skill and knowledge in science inquiry in the natural sciences and become effective stewards of the environment. Doing so, youth will increase the developmental outcomes of competence, confidence, connection, character, and caring. The increase in developmental outcomes leads to the long-term outcomes for this PWA: Positive contributions to community; Healthy family and social relationships; and Economic self-sufficiency.

### **Indicators of Successful Achievement of this Outcome**

Programming in this PWA has a specific focus on building skills and knowledge in the area of natural science. This includes 4-H Wildlife Stewards programs, 4-H camps with specific natural science content, and after school natural and environmental science programs.

## **PWA6: Volunteer Development and Management**

### **Rationale**

One of the hallmarks of the 4-H program is the extensive network of around 6,000 volunteers who lead 4H clubs or provide expertise and assistance as 4-H volunteer resource leaders. Without this extensive network of volunteers, 4-H would not reach the over 100,000 youth it does today. Because of this, volunteer development and management in 4-H is a priority.

Volunteer development engages individuals in an ongoing educational process, designed to build capacities for service roles. Volunteer management is the utilization of volunteers to achieve organizational goals by individuals who manage programs, resources and inputs. Volunteer development and management enhances the ability of 4-H to reach youth, as it builds human capacity-building for public well-being. 4-H volunteers in Oregon include adults and youth who are trained as junior and teen 4-H leaders.

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### **Long Term Outcome**

Through effective volunteer development and management, the number of 4-H volunteers participating in the 4-H program will be sufficient to maintain sufficient county-based 4-H programs across the state. In addition, those serving in volunteer capacity will develop skills that lead to the long term outcome for this PWA: Positive contributions to community.

### **Indicators of Successful Achievement of this Outcome**

Programming in this PWA is to build knowledge and skill of 4-H volunteers (including Junior 4-H Leaders and Camp Counselors) with the intention of facilitating the implementation of 4-H programming and contributing to the development of skills that are useful outside of the 4-H program.

## **PWA7: Outreach to New and Underserved Audiences**

### **Rationale**

The mission of Oregon 4-H is to develop the potential of Oregon's youth, including those of diverse cultural and socio-economic backgrounds. While 4-H has taken steps in the last eight years to diversify its membership, 4-H membership/participation outside of the school enrichment delivery mode does not yet reflect the demographics of the K-12 population in Oregon. The Oregon Outreach Project has demonstrated that when 4-H offers programs that speak to the needs and interests of diverse youth and families, they will become engaged. Continued, focused efforts are needed to plan, implement, and evaluate programs that are responsive to the needs and interests of Oregon's diverse youth and thereby increase their participation in educational programs that will promote their positive development

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### **Long Term Outcome**

Underserved audiences in Oregon will have access to, and be served by, the 4-H youth development program. Membership in the 4-H program will reflect the ethnic diversity of Oregon, which in turn, will help ensure equal access to support and opportunities for all Oregon youth. As such, minority youth will have increased knowledge and skills leading to an increase in the developmental outcomes of competence, confidence, connection, character, and caring. The increase in developmental outcomes leads to the long-term outcomes for this PWA: Positive contributions to community; Healthy family and social relationships; and Economic self-sufficiency.

### **Indicators of Successful Achievement of this Outcome**

The intent of programming in this PWA is specifically to ensure that membership in the 4-H program reflects the ethnic diversity of Oregon, which in turn, will help ensure equal access to support and opportunities for all Oregon youth. Programming in this area includes Oregon Outreach programming, Latino Summer Camp, and any other programming that is specifically designed to increase the participation of underserved youth and adult audiences.

## **PWA8: Professional Development of Youth Workers**

### **Rationale**

Professional development of caring, capable adults who interact with and on behalf of youth is a key issue for youth organizations and agencies committed to creating environments that nurture young people's growth and transition into adulthood.

Professional development improves program quality. The quality of a youth-serving program depends heavily on the ability and professional training of the program's staff to: 1) relate effectively to young people and understand their needs, 2) develop and execute interesting activities for youth, 3) help young people resolve behavioral problems and issues between themselves and others, 4) interact effectively with parents, school staff, and any other stakeholders and, 5) effectively communicate the mission, goals, and policies of the program.

Staff training can help youth workers with all of these tasks. Research suggests that youth workers can have a positive, significant, long-term interpersonal impact on youth. Youth workers with can affect a young person's academic, social, and emotional achievements, influencing career choice and generating positive changes in self-image. Many young people, particularly in low-income communities, rely on youth development programs to help them make a safe and healthy transition through adolescence.

The National 4-H Professional Development Task Force has outlines six areas of professional

development necessary to professionals in the 4-H youth development field ? commonly called the 4-H Professional Research, Knowledge and Competencies (4-H PRCK, 2004). They include: 1) Theories of youth development; 2) volunteerism, 3) program development; 4) equity access & opportunity; 5) partnerships; and 6) organizational systems.

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### **Long Term Outcome**

Youth development professionals within the Oregon 4-H program and other youth-serving organizations will possess the core competencies as outline in the PRKC.

### **Indicators of Successful Achievement of this Outcome**

The intent of programming in this PWA is specifically to enhance the knowledge and skill of professional youth workers. Programming in this area includes training and professional development of 4-H faculty and staff. It also includes credit and non-credit workshops and trainings for other youth-serving agencies as well as internships for students.

Created 2007