4-H Plan of Work
2013-2017

The 2013-2017 4-H Plan of work focuses on the following program work areas, which were determined to be priority areas through a series of discussions with the 4-H faculty and staff in the spring of 2012. These work areas represent the three mission mandates outlined by 4-H nationally and are consistent with the identified needs for 4-H programming in Oregon:

1. Citizenship (National 4-H Mission Mandate Area)
2. Healthy Living (National 4-H Mission Mandate Area)
3. Positive Youth Development
4. Science (National 4-H Mission Mandate Area)
5. Volunteerism

Development of the 2013-2017 4-H Plan of Work was a collaborative effort among 4-H faculty:

- **Citizenship**: Lillian Larwood (Co-Chair), David White (Co-Chair), Marilyn Lesmeister, Maggie Livesay, Elissa Wells and Pat Willis
- **Healthy Living**: Pamela Rose (Chair), Barbara Brody, Cindy Brown, Woody Davis, Patricia Dawson, and David White
- **Positive Youth Development**: Mary Arnold (Chair), Carolyn Ashton, Lynette Black, Jamie Davis, and Roberta Lundeberg
- **Science**: Virginia Bourdeau (Chair), Janice Cowan, Jeremy Green, Maureen Hosty, Janet Nagele, and Todd Williver
- **Volunteerism**: Marilyn Lesmeister (Chair), Dani Annala, Nancy Kershaw, Mario Magana, and Ann Manlove

**Stakeholder Input:**
The 2013-2017 4-H program plan of work is based on the current developmental 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, skills for 21st century learning, science, healthy living and citizenship. In addition, the 4-H plan of work is intentionally aligned with the mission mandates (priorities) established for the 4-H program nationally. A great deal of collective work has gone into the development of program logic models, including outcomes and success indicators for the three national mission mandate areas. The Oregon 4-H plan of work is based on this national work, which will help Oregon 4-H align with, and respond to, pressing needs in youth development over the next five years.

The overall 4-H plan of work encompasses a broad spectrum of areas critical to positive youth development. 4-H faculty in counties use the 4-H plan of work to plan and implement 4-H programming that best addresses the local needs and priorities of the local community. Local stakeholder input is established though the use of Extension youth and adult advisory councils, the Healthy Living Task force, 4-H leaders and teen councils, formal and informal needs assessments, and the results of statewide and local program evaluations. Youth input is a valued part of the stakeholder input process.

**How Stakeholder Input Was Used to Create This POW:**
4-H faculty use stakeholder input to plan and implement youth development programming based on the needs expressed by local stakeholders. At the same time 4-H faculty use the program plan of work to inform stakeholders about pressing needs of youth development that may not be a priority for the local community. This interaction between stakeholders and 4-H youth development professional ensures that 4-H programming meets the needs of the local community while at the same time stays relevant to the articulated intentions of the field of positive youth development.

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**PWA 1**

**Citizenship**

**Rationale**
Citizenship is defined as the knowledge, skills, attitudes and motivations that give youth the capacity to move beyond one’s self-interest and be committed to the well-being of some larger group through civic engagement, civic education, service, and personal development. Youth in 4-H are capable of leading the way in creating positive change in their communities by recognizing relevant issues and finding answers to significant problems that enable them to move powerful new ideas and technologies forward.

However, for many young people, the responsibility that comes with the practice of citizenship is compromised by life in stressful communities, the growing lack of civic knowledge and skills,
the absence of recognized peer and adult role models, the deficiency of identifiable and meaningful civic experiences, and inclusion of an often overlooked civic subculture. Some youth live in stressful communities—in which they are denied safe and secure places where a sense of hope leads to planning and attainment of aspirations. Youth in the United States are below the international average in their understanding of the role of a citizen and citizens’ political rights. More than one-third of the United States high school students do not have a basic understanding of democratic citizenship and government. The growing absences of adult and peer role models who are civically engaged, limit the personal development opportunities for youth. A considerable number of youth in the United States represent an often overlooked subculture. Marginalizing the value of cultural, ethnic, and racial backgrounds challenge efforts for meaningful civic engagement.

It can be argued that youth will be at a developmental disadvantage if they are not provided the opportunities to experience and cultivate skills that will advance their civic knowledge, civic engagement, civic service, development of pro-social behaviors, and personal development. What is necessary, given these recognized challenges, is a renewed effort by the 4-H Youth Development program to provide the gateways to new and better opportunities. These opportunities must support and provide access for young people to become actively engaged in making meaningful differences in their communities. Programs that recognizes citizenship as an intentional process, place youth on a pathway that leads to a life time of engagement. Now is the time for the 4-H Youth Development program to renew its commitment to citizenship as an integral and important component of the organization to ensure that youth practice a lifetime of contribution.

References


**Long Term Outcomes:**
- Youth make positive contributions to their community, world unity and the global society
- Youth improve community and/or environmental health and vitality
- Youth actively participate or provide leadership for community service projects that engage the whole community
- Economic improvements will occur due to the activities of an engaged community

**Indicator of Successful Achievement of these Outcomes:**
- Youth think globally and act locally
- Youth are knowledgeable about community concerns and resources
- Youth actualize a global perspective and their personal sense of place in it
- Social interaction of youth centers around being engaged in civic matters
- Youth actively participate in or provide leadership for school and/or community service organizations
- Youth pursue post-secondary education and/or a career in a subject matter that is international, community-oriented or public-minded
- Youth use community resources efficiently and effectively
- More individuals in the community will be actively participating in solving community problems

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**PWA 2**

**Healthy Living**

**Rationale**
Physical inactivity is the fourth leading cause of death around the world. Available data suggest that 31% of the world's population is not meeting the minimum physical activity recommendations and, in 2009, the global prevalence of inactivity was at 17%. Physical inactivity in 2008 led to the death of nearly 5.3 million people across the world, which calculates to one in every 10 deaths. In comparison to smoking, which is responsible for about 5 million deaths throughout the world every year (Kohl, Craig, Lambert, Inoue, Alkandari, Leetongin, & Kahlmeier, 2012).

In Oregon, physical inactivity concerns also bring up concerns around childhood obesity, food insecurity, and healthy food preparation and eating choices. Obesity contributes to the death of
about 1400 Oregonians each year. Since 1990, Oregon’s adult obesity rate has increased 121%. Only about 18 percent of 11th graders in 2009 consumed the recommended amounts of fruits and vegetables — five or more servings per day. In addition, young people are still drinking a lot of sugary beverages: about 21 percent of eighth-graders report drinking an average of one or more soft drinks a day. Only 12 percent of 11th graders participated in daily physical education in 2009. At the same time, more than one in four eighth-graders said they play video games, computer games or use the Internet — for non-school work — for three or more hours in an average school day (Oregon Health Promotion and Chronic Disease Section, 2012).

Children of families living in poverty are more likely to have unhealthy living conditions and poorer health status, so it should be noted that in 2010, more than 183,850 Oregon children (21.6 percent) were living in poverty. This is up nearly 2.4 percent over the previous year (Oregon Commission on Children and Families, 2011).

Another concern in healthy living is preventive health and safety. Annually, 705 children are hospitalized in Oregon due to unintentional injuries. Nationally, unintentional injuries — specifically motor vehicle crashes, drowning and fires/burns — are the leading cause of death for children aged 1-8 years old.

Adolescent health and youth development go hand-in-hand. Youth who successfully engage in the developmental tasks of adolescence are more likely to experience a sense of well-being, withstand life’s stresses, choose health-promoting behaviors and avoid activities and behaviors that can lead to negative health and life outcomes.

The targeted objective of the 4-H Healthy Living Plan of Work is to increase knowledge, skills, competencies, and adoption of healthy behaviors among youth and their families by providing developmentally appropriate learning opportunities that promote optimal physical, social, and emotional wellbeing of young people.

**References**

Health Promotion and Chronic Disease Section (2012). *Oregon Overweight, Obesity, Physical Activity and Nutrition Facts*. Available online at [http://public.health.oregon.gov/PreventionWellness/PhysicalActivity/Pages/ pubs.aspx](http://public.health.oregon.gov/PreventionWellness/PhysicalActivity/Pages/ pubs.aspx)


**Long Term Outcomes**

**Overall Healthy Living Long Term Outcomes**
- Increased number of individuals maintaining positive health habits
- Maintained healthy lifestyles as adults (e.g., good nutrition, weight control, regular physical activity, good social and emotional coping, and safety habits and risk avoidance)
- Engaged with youth health programs as leaders, community decision-makers, and/or adult sponsors of 4-H HL activities

**Health, nutrition and fitness**
- Increase food preparation skills
- Maintain healthy eating habits
- Reduce proportion of overweight and obese young people
- Increase consumption of fruits and vegetables
- Increase physical stamina
- Maintain healthy movement and exercise habits
- Increase home and community gardening to decrease food insecurity
- Increase food safety handling skills
- Decrease risk for serious disease and illness

**Preventative health and safety**
- Youth organize community actions and engage in peer-to-peer efforts related to personal safety issues and educational choices
- Reduce risk behaviors
- Experience reduction in injuries related to ATV, bikes, hunting equipment, motor vehicles, horses riding and management, and soccer
- Decreased risk for serious physical and emotional distress

**Social and emotional health**
- Increased number of children and youth demonstrating positive contributions to their families, schools and communities and engaging in long-term meaningful relationships with significant community adults
Decrease the number of children and youth engaged in negative health behaviors such as violence, bullying, harassment, substance use, inappropriate sexual activity, and in appropriate risk taking

Increase in long-term relationships and ongoing connections and referrals among youth-serving organizations and agencies

Increase in self-esteem and self-confidence, leading to long-term positive decision-making choices

**Indicator of Successful Achievement of these Outcomes**

- Modeling physical activity in local community
- Engaging others in healthy living lifestyle
- Living as a more nutritionally aware society
- Being engaged in the process of growing own food
- Participating productively and healthfully in economic life
- Producing change as a healthy living advocate
- Creating health built communities for sustainable healthy living

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**PWA 3**

**Positive Youth Development**

**Rationale**

Positive youth development, or PYD, is a term that describes youth programming that is intentionally designed to enhance developmental outcomes in youth. In contrast to traditional prevention models, PYD 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 young people grow into mature and successful adults.

Prior to the 1990’s, most programs for youth focused on deficit-reduction models (Lerner, 2004) to help youth “at risk” for a variety of problems. In the past 20 years, programs for youth who are not necessarily at risk for problems have increased dramatically. The movement toward positive programming was greatly aided by Pittman’s (1991) statement that “problem-free is not fully prepared.”

The goal of positive youth development programs is to encourage and facilitate the growth of “functionally valued” behaviors resulting in thriving and wellbeing throughout adolescence, with the ultimate goal of helping young people develop into productive and contributing adults
Functionally valued behaviors include competence, character, connection, confidence, and caring, commonly called the “5 C’s.”

A resultant outcome of the 5 C’s is positive contribution to one’s community. Fostered by programs like 4-H, contribution begins in childhood, increases throughout adolescence, and results in a young adult who contributes to the health and wellbeing of his or her community (Lerner, 2004). According to Blum (2003) activities that are in service to others (contribution) play an important function in the development of a young person’s sense of competence and self-worth. Likewise, Damon (2004) states that the expectation of a young person to “give something back” plays a key role in the development of a young person’s civic and moral identity.

The Oregon 4-H program is built on the theoretical model of PYD. The goal of all Oregon 4-H programs is to teach subject matter and life skills through an intentional process that helps young people develop the 5 C’s. 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.

References


**Long Term Outcomes**
Youth who participate in 4-H programs that promote positive youth development will:

1. Use the competencies, knowledge and skills learned in 4-H to contribute to the healthy growth, and wellbeing of self, family, community, nation and the world
2. Make positive contributions to their community
3. Develop and sustain healthy family and social relationships
4. Attain economic self-sufficiency

**Indicator of Successful Achievement of these Outcomes**
Indicators of the development of PYD in youth are:

1. Increased levels of PYD as measure by the Positive Youth Development Inventory (PYDI)
2. Graduating from high school at rates higher than overall Oregon graduation rates
3. Pursuing post-secondary education at rates higher than typical Oregon rates
4. Active involvement in the community
5. Demonstrated leadership in school and community
6. The establishment of personal goals and plans to achieve those goals

**PWA 4**
Science

**Rationale**
The National Academy of Science’s 2007 *Rising Above the Gathering Storm* report stated that, “the United States presently faces a significant challenge - young people are not prepared with the necessary Science, Engineering and Technology workforce skills to compete in the 21st century.” In their 2010 review of America’s position, entitled *Rising Above the Gathering Storm, Revisited: Rapidly Approaching Category 5*, the Academy committee’s unanimous view is that our nation’s outlook has worsened.

The 2011 National Assessment of Educational Progress report indicates that just 34% of Oregon 8th grade students are proficient in science. Thirty-five percent of students were at the basic level and 30% were below basic. Just 2% of students achieved advanced scores. Hispanic
students had an average score that was 28 points lower than White students. Students who were eligible for free/reduced-price school lunch had an average score that was 21 points lower than students who were not eligible for school lunch support.

The national 4-H Science Mission Mandate targets improving youth performance at the local level with a broad range of 4-H projects which are based on science. 4-H Science programs support youth to develop science, technology, engineering and applied math (STEM) skills. 4-H Science programs intentionally include experiential methods and include attributes that support Positive Youth Development (PYD) outcomes. 4-H Science programs are delivered in a variety of settings, such as schools, after-school programs, clubs, camps, events, community gardens and other outdoor settings. Research shows that youth who participate in out-of-school time programs focused on science develop science skills and knowledge through practical, hands-on experience (Luehmann, 2009; Nicholson, Weiss, & Campbell, 1994; Rahm, Martel-Reny, & Moore, 2005). Youth in out-of-school time programs also gain a more positive view of science (Luehmann, 2009; Rahm, Martel-Reny, & Moore, 2005).

References


Long Term Outcomes
Young people participating in 4-H Science program will:

- Increase their understanding of the role of science, technology, engineering and applied math in their daily lives
• Use the competencies, knowledge and skills practiced to contribute to the healthy growth, and wellbeing of self, family, community, nation and the world
• Have an increased awareness of STEM-related post-secondary fields of study and express aspirations and intentions towards STEM based careers.

**Indicator of Successful Achievement of these Outcomes**

- Youth will demonstrate increased interest and positive attitudes for science as measured by the annual 4-H Science program evaluation
- Youth will demonstrate science knowledge and skills through participation in science-related 4-H contests
- Youth will demonstrate the application of science across 4-H project areas through educational displays and presentations at county and state 4-H fairs
- Youth will demonstrate increased inquiry skills as measured by the Science Process Skills Inventory (SPSI) as part of the annual 4-H Science program evaluation

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**PWA 5**

**Volunteerism**

**Rationale**

*The National Framework for 4-H Volunteerism* (Stone & Edwards, 2008) vision for volunteerism in 4-H youth programs is that: “Quality volunteer systems connect young people with caring (youth and) adults leading to positive outcomes for youth.” Input for the national framework for volunteerism was obtained from 110 volunteers, Extension administrators, and 4-H staff from 40 states. Ten focus group interviews were conducted over a period of three weeks to gather this input.

This national vision forms the foundation for 4-H program volunteerism in Oregon. The five core elements of volunteer development in the national framework include: 1) creating safe environments, 2) engaging volunteers, 3) administering volunteer management systems, 4) benefitting from volunteering, and 5) strengthening partnerships.

Volunteer program management includes recruitment, promotion, selection, screening, placement, education, recognition, and evaluation. Effective volunteer program management includes volunteer development, supervision, and organizational structure (Peskac, et al, 2008). In Oregon more than 140,000 youth participate in 4-H clubs and programs, supported and led by thousands of volunteers who contribute their valuable time, talent and financial resources to
the program. Volunteers participate in 4-H as leaders, teachers, coaches, mentors, supervisors, chaperones, fund-raisers and contributors, in both short-term and long-term roles.

Quality youth development programming occurs in 4-H when there is a strong partnership between OSU Extension staff, dedicated and caring volunteers, and youth learners. The 4-H program is dependent on the purposeful development and retention of high quality volunteers (4-H National Headquarters, ND). Such development engages people in an ongoing education designed to build capacity for short-term service, civic engagement, community leadership and workforce preparation. 4-H provides volunteers the opportunity to learn and apply life skills. Volunteer development also helps build the capacity of the 4-H program to ensure long-term public well-being. In a recent study Oregon volunteers expressed interest in obtaining resources and learning more about how to become a more effective volunteer (Arnold, Dolenc, & Rennekamp, 2009).

References


Long Term Outcomes
• Through effective county and state volunteer program management a pool of diverse volunteers will be created to sufficiently maintain and enhance multi-faceted 4-H programming across Oregon
• Through club, county and state opportunities youth learn the skills for, and discover the rewards of, being a positive and contributing member of a community
• Youth will gain skills through volunteerism that will enhance their long-term economic condition and self-sufficiency
• Participant involvement and youth/adult partnerships occurring through the 4-H program enhance each person’s ability to be productive, and have healthy, successful relationships
• Oregon communities will be healthier when youth and adults develop skills for volunteerism and civic engagement
• Young citizens are prepared to provide ethical leadership as members of the community, organizations, businesses and government entities
• Stakeholders and the Extension land-grant university system will value, support and recognize volunteer development and program management skills among individuals who are paid and unpaid in the Oregon 4-H Program.

**Indicator of Successful Achievement of these Outcomes**

• 4-H staff at all levels of responsibility will apply volunteer development and volunteer program management principles in 4-H programs
• Adult volunteers will be screened and trained according to Oregon 4-H program policy requirements
• Adult and youth volunteers will participate in 4-H state and regional volunteer forums and other training opportunities as learners and teachers
• 4-H programs led by volunteers will show evidence of the positive youth development program quality standards
• State, multi-county, and county education for teen volunteers, junior leaders, ambassadors, and camp counselors, will include learning about personal responsibility within groups and as leaders
• Youth and adult volunteers will be recognized for their citizenship, civic engagement, and involvement in the community
• National and state websites will include stories of Oregon 4-H participants as engaged volunteers and citizens
• Youth-adult partnerships (YAPS) will be established to address community and organizational needs