



# Missouri 4-H Logic Model

4-H Center for Youth Development

**Mission:** Engaging youth as valued, contributing members of their communities in partnership with caring adults.

**Vision:** A world in which youth and adults learn, grow and work together for positive change.

## INTRODUCTION

University of Missouri (MU) Extension's 4-H youth development programs help children and teens become competent, caring, contributing and capable through a series of progressive, sustained experiences with caring adults, primarily during non-school hours. In the past, many programs for young people were based on deficit-models, focusing primarily on problem behaviors. Youth development programs address the broader developmental needs of young people, emphasizing assets rather than deficits. These developmental needs include cognitive, social-emotional and physical growth—head, heart, hands and health.

Of importance is for youth development programs to be ecological in their approach. Positive youth development involves the individual, family, community and society. Because Missouri 4-H youth development is part of the University of Missouri and Lincoln University, programs are solidly grounded in research about positive youth development and based on high-priority citizen needs and concerns. With extensive input from citizens, analysis of trends, and discussions by MU Extension faculty and staff, programs are focused on selected high-priority content-areas.

Regardless of content area, high quality, MU Extension 4-H youth development programs achieve positive, long-term results or outcomes for young people. The timeless 4-H pledge (adopted in 1927) speaks to these outcomes as well.

## OUTCOMES

Young people who are...

**Competent** - Educational commitment and achievement

**Caring** - Responsive, caring relationships

**Contributing** - Civic and social responsibility

**Capable** - Physical and mental health

## 4-H PLEDGE

Young people who pledge...

...my **HEAD** to clearer thinking,

...my **HEART** to greater loyalty,

...my **HANDS** to larger service,

...and my **HEALTH** to better living, for my club, my community,  
my country and my world.

The 4-H youth development plan is based on a program logic model that leads to significant, long-term outcomes for individuals, families and communities.

INPUTS What We Invest	OUTPUTS What We Do and Who We Reach			OUTCOMES What Results Valued by Public
	Activities	Strategies	Participation	
<b>We invest</b> <ul style="list-style-type: none"> <li>• Program administration</li> <li>• Volunteer systems</li> <li>• Communication systems</li> <li>• Commitment to inclusivity</li> </ul>	<b>We provide</b> Experiential learning opportunities primarily during non-school hours that... <ul style="list-style-type: none"> <li>• Allow youth to master their interests</li> <li>• engage the power of youth</li> <li>• connect caring adults and youths</li> <li>• foster community youth development</li> </ul>	<b>We use four strategies</b> <ul style="list-style-type: none"> <li>• Simple youth development programs</li> <li>• Complex youth development programs</li> <li>• Community youth development programs</li> <li>• Volunteer development and support programs</li> </ul>	<b>We reach</b> <ul style="list-style-type: none"> <li>• Young people between the ages of 5 and 18</li> <li>• Parents and other caregivers</li> <li>• Volunteers</li> <li>• Teachers</li> <li>• Human service providers</li> <li>• Community members</li> <li>• Policy makers</li> </ul>	<b>Resulting in</b> Youth who are: <ul style="list-style-type: none"> <li>• Caring</li> <li>• Contributing</li> <li>• Capable</li> <li>• Competent</li> </ul>
<b>MISSION – Create environments in which young people are valued, contributing members of their communities.</b>				
<b>INSTITUTIONAL SUPPORTS – staff, facilities, equipment, curricula, policies, MU Extension’s commitment to youth development</b>				

## DEFINITIONS

### INPUTS – What We Invest

Inputs are the resources used by the program. **Institutional supports** are resources such as faculty and staff, facilities, equipment, supplies and curricula that MU Extension and its partners provide. Institutional support means that all levels and partners within MU Extension value positive youth development and see it as a shared responsibility. In addition, the following inputs are necessary:

1. **Program administration** is the professional supervision and management of resources required for the MU Extension 4-H Youth Development Program. This includes office support, personnel management, fiscal management, risk management and reporting.
2. An on-going, sustained **volunteer system** must be in place. Volunteers are the key to outreach by MU Extension 4-H youth development programs. Youth and adult volunteers are recruited and retained by providing educational resources, training, appropriate supervision and opportunities for growth and recognition. The system insures that all volunteers understand and practice principles of positive youth development.
3. **Effective communications systems** share timely information with youth, families, volunteers, other MU Extension faculty and staff, administration and the public. A variety of communication methods (newsletters, websites, e-mail, telephone trees, television, radio, face-

to-face meetings, etc.) are used to create a common vision and purpose for positive youth development in the county. Communication includes research-based information on positive youth development as well as program management.

4. A **commitment to inclusivity** is the foundation of all MU Extension programs. A successful county MU Extension 4-H youth development program seeks out and engages diverse staff, volunteers, audiences, partners and programs. 4-H youth development programs must be proactive in outreach and may not discriminate in employment or programs.

#### **OUTPUTS – What We Do and Who We Reach**

1. In the program logic model, **Activities** represent the programs that are planned, implemented and evaluated at the county, regional, state and national levels. These activities are the experiences that lead to positive youth development outcomes. A successful county MU Extension 4-H youth development program provides **Integrated, Experiential Learning Opportunities in Priority Content Areas**. Learning opportunities are planned to address critical needs and issues identified by citizens. Currently, nine program priority areas are the focus of MU Extension 4-H youth development in the strategic plan:

- Building character
- Developing volunteers
- workforce preparation and information technology education for youth
- Choosing healthy lifestyles
- Creating economic preparedness
- Developing youth leadership and citizenship to enhance community viability
- Developing interpersonal communications
- Applying science and technology

Incorporated in all learning opportunities are four principles that are based on current research on positive youth development. In particular, they are built on the eight critical elements identified and measured in the National 4-H Impact Assessment. To varying degrees, these principles or critical elements are part of every program, activity or learning opportunity.

- **Allowing youth to master their interests** by demonstrating skills and knowledge, speaking in public, judging items or animals against industry standards and exhibiting products of their project work.
- **Engage the power of youth** suggests mutual respect and shared leadership among youths and adults. Youths are viewed as partners and stakeholders in planning, implementing and evaluating all aspects of a successful county MU Extension 4-H youth development programs.
- **Connect caring adults and youths** means building systems in the county MU Extension 4-H youth development program that promote long-term, meaningful and positive relationships between youths and adults.
- **Foster community youth development** engages all parts of the community in positive youth development through collaboration. A successful county MU Extension 4-H youth development program provides support and training about youth development to the general public, decision makers and other youth-serving professionals, as well as to volunteers and parents. It makes positive youth development a priority for the entire community.

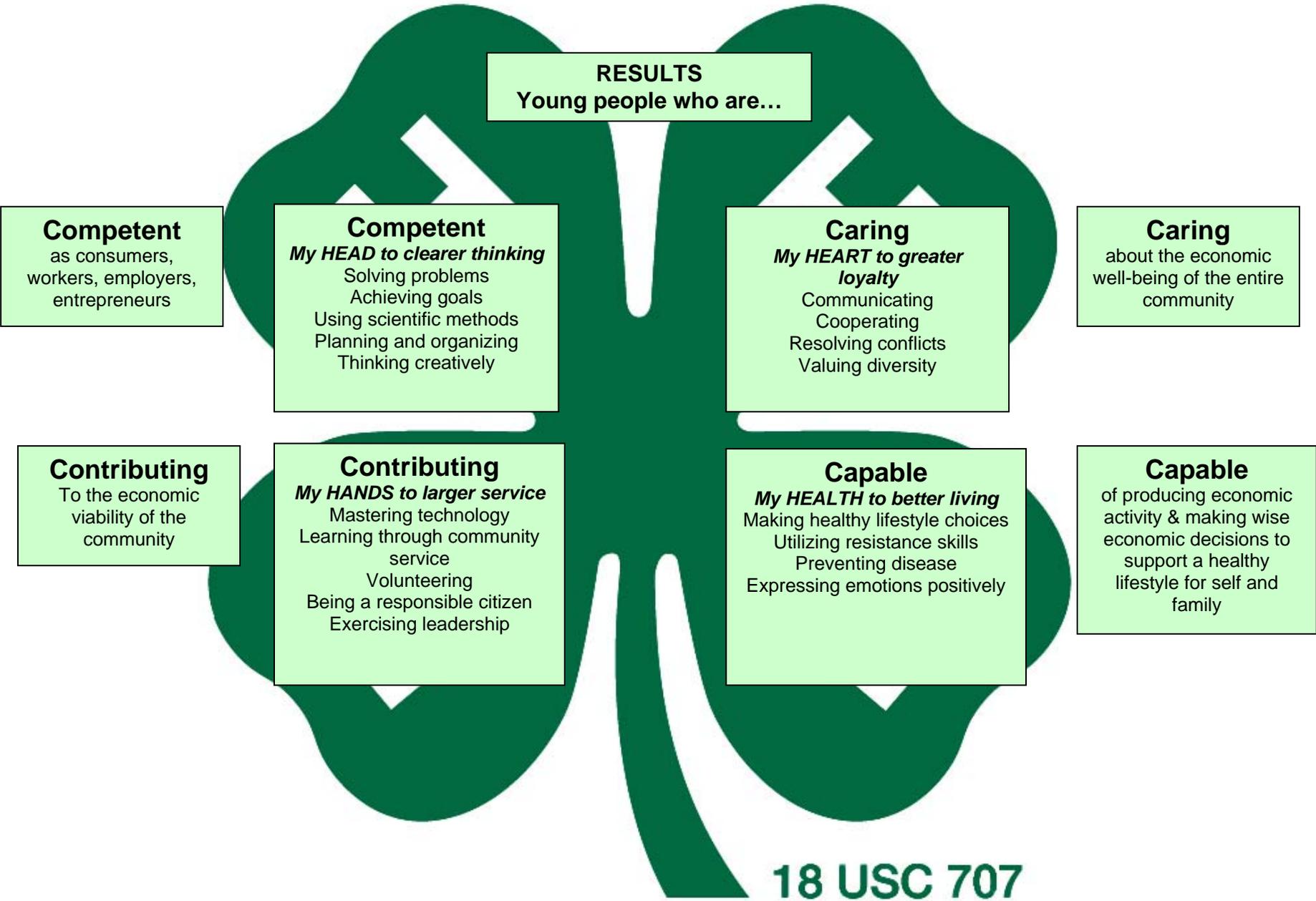
2. **Strategies**— Four key strategies are used. Each county has a unique combination of activities, programs and strategies, but all four of the following strategies should be present.
  - **Simple youth development programs**—MU Extension 4-H youth development faculty and staff work with volunteers and professionals to plan, implement and evaluate content-based programs and experiences that have short-term contact with young people that meet strategic goals. For example, these strategic goals may include outreach to new and under-served audiences, focus on priority topics and collaboration. Ideally, the goal is to move youth into complex, long-term, sustained programs. *Examples: school enrichment, special interest groups*
  - **Complex youth development programs**— MU Extension 4-H youth development faculty and staff work with volunteers and professionals to plan, implement and evaluate progressive series of programs and experiences that connect young people with content of interest, caring adults and opportunities for mastery over an extended periods of time. *Examples: 4-H clubs, after-school programs*
  - **Community youth development**— MU Extension 4-H youth development faculty and staff collaborate with partners to address youth and family issues in the community. Rather than providing programs or services directly to an individual young person, the focus is upon influencing systems — people, programs, policies and services that impact the lives of young people and their families. *Examples: Community 2000, Caring Communities.*
  - **Volunteer development and support**— MU Extension 4-H youth development faculty and staff develop and support volunteer systems in order to engage caring adults in delivering educational programs and services. *Examples: 4-H volunteers, teachers, human service providers*
3. **Participation** tells us who we are reaching—youth, volunteers, parents, community members, etc. Data are collected through Blue Ribbon enrollment software, Webapps, and other means. Some of the participation data that should be collected include:
  - # youth enrolled in complex and simple programs
  - # volunteers enrolled working with complex and simple programs
  - # families involved# parents, volunteers, professionals trained
  - # community partnerships supported

### **OUTCOMES –Results valued by the public**

Effective county MU Extension 4-H programs are focused on a shared mission and desired outcomes. The county program includes a well-organized set of activities and strategies to attain them. All persons involved in the program understand the “big picture” of 4-H youth development. Since 4-H youth development is a part of the University of Missouri Extension, its mission and goals support the overall mission of MU Extension.

Programs identify short-term and intermediate results for individuals, families and communities. These lead to long-term outcomes for young people. Some examples of the skills, attitudes and knowledge that young people acquire and use are illustrated on the next page.

<http://4h.missouri.edu/about4h/who.htm>



**RESULTS**  
Young people who are...

**Competent**  
as consumers,  
workers, employers,  
entrepreneurs

**Competent**  
*My HEAD to clearer thinking*  
Solving problems  
Achieving goals  
Using scientific methods  
Planning and organizing  
Thinking creatively

**Caring**  
*My HEART to greater loyalty*  
Communicating  
Cooperating  
Resolving conflicts  
Valuing diversity

**Caring**  
about the economic  
well-being of the entire  
community

**Contributing**  
To the economic  
viability of the  
community

**Contributing**  
*My HANDS to larger service*  
Mastering technology  
Learning through community  
service  
Volunteering  
Being a responsible citizen  
Exercising leadership

**Capable**  
*My HEALTH to better living*  
Making healthy lifestyle choices  
Utilizing resistance skills  
Preventing disease  
Expressing emotions positively

**Capable**  
of producing economic  
activity & making wise  
economic decisions to  
support a healthy  
lifestyle for self and  
family

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