

Action Plan: Youth Development PFT Plan

Title: 2018-2019 State 4-H Positive Youth Development Action Plan

Program Year: 2018-2019

Program Focus Team: Youth Development

Strategic Opportunities Addressed: Grand Challenges: Developing Tomorrow's Leaders

Situation:

As communities seek to improve the opportunities for young people to develop life skills, reduce risk factors, and build assets, they are turning to quality research based programs designed to extend in-school learning to out-of-school opportunities for youth, and resources for adults who support children and youth. They provide children and youth with an opportunity to develop skills and interests in a wide range of domains by offering high interest activities designed to extend the learning day for participants and provide opportunities to apply in-school learning to real life situations.

Additionally, according to ACT fewer than three in 10 graduates are career ready. Employers have also indicated major discrepancies in the readiness of their employees. In a report by the partnership for 21st century skills the following areas were identified as major skill needed by incoming employees:

- Professionalism/Work Ethic
- Oral and Written Communications
- Teamwork/Collaboration and
- Critical Thinking/Problem Solving.

As the premier Positive Youth Development organization in Kansas, K-State 4-H is uniquely positioned to build the skills and behaviors needed to succeed in the 21 century workplace and post-secondary education systems. K-State 4-H is committed to building outstanding leaders with marketable skills to succeed in today's global society and workplace. 4-H empowers youth to reach their full potential, working and learning in partnership with caring adults.

In 2016-17, K-State 4-H Youth Development conducted a statewide Prioritization Identification process with current stakeholders, and staff. The results of this process listed the following as existing or emerging priorities for Kansas 4-H Youth Development and are topics which will be actively addressed:

- Program Fundamentals
- Project Support and Enhancement
- Volunteer Development
- Revitalizing Community Clubs

Add information here about local 4-H programming in your unit(s) and why this work is a priority. Include programming emphasis, program growth targets, demographics, needs or initiatives. Please include information on how the demographics of the 4-H population (adult and youth) in your unit compares to the demographics of the unit. You may wish to refer to annual Extension reports, local Census data, Kansas Kids Count, ES-237 reports, 4-H Online; and a variety of other data sources can help you describe your county / unit.

Value:

Participation in the 4-H Program:

- increases personal responsibility that positively contributes to communities
- improves public health and safety
- increases the economic sustainability, growth, and prosperity, of Kansas's global economy
- increases civic engagement to strengthen communities
- ensures a safe, sustainable, and secure food supply
- reduces public costs to society

Inputs:

- Human resources (Extension staff, educators, volunteers, family support, community support, peers, young adult mentors, youths' personal experiences)
- Program resources (evidence-based or research-based curricula, 8 Essential Elements, technology, eXtension, research, training)
- Financial resources (public funding at the federal, state, and local government levels, private funding, donations of space, equipment and in-kind materials)
- Partnerships (Federal, state, local, private, global, and international)
- Systems (political, educational, community, cultural, and media)

Outputs:

- 4-H Project groups
- 4-H Clubs
- 4-H Camps
- 4-H Teams
- 4-H Activities and Events
- Long term continuous contact with a caring adult
- 4-H After School Programs
- 4-H School Enrichment
- 4-H SPIN Clubs

Outcomes:

The mission of 4-H is to provide meaningful opportunities for youth and adults to work together to create sustainable community change. The Kansas 4-H plan starts with core positive youth development (PYD) outcomes as a basis for all 4-H programming. Focus areas are designed to allow for specialization to best fulfill the needs of the local community and state. *Agents are asked to include the core PYD outcomes and an optional focus area if they so choose.*

Core Positive Youth Development Outcomes:

Short-Term (Knowledge):

- Youth will gain an understanding of their strengths
- Youth will increase knowledge in their 4-H project areas
- Youth will experience problem solving and decision making techniques

- Youth will gain techniques to manage one's emotions and behaviors
- Youth will develop positive relationships
- Youth will develop social and cross cultural skills
- You will have the ability to identify community resources and needs
- Adult mentors will understand elements of positive youth development

Evaluation Questions:

Social Emotional - Team Work

Your 4-H Experience

College Decision Making

UNI 4-7, OUTCOME: Effectively Communicate

UNI 8-12, OUTCOME: Effectively Communicate

Program Quality

Or Target Indicators:

Youth will respond positively to survey instruments indicating a change in knowledge and skill.

Evaluation Question/Measurement Instrument Sources:

4-H Military Connected Youth

4-H Common Measures 2.0

4-H Common Measures 1.0

CYFAR Common Measures

Medium-Term (Behavior):

- Youth will utilize / deploy / mobilize strengths
- Youth will develop mastery of skills related to their 4-H projects
- Youth will express emotions appropriately in context
- Youth will seek active answers to their own questions, issues and concerns
- Youth will engage peers and family members
- Youth will utilize community resources to solve relevant problems
- Youth will respect differences
- Youth will contribute to the community through service and civic responsibility
- Youth will have a positive bond with a caring adult who believe in their success

Apply the following life skill concepts to become contributing members in the 21st century workforce:

- Demonstrating responsibility, critical thinking and problem solving skills through informed decision making
- Demonstrating flexibility and adaptability through decision making
- Setting goals and determining steps to reach them
- Demonstrating interpersonal communication skills
- Demonstrating effective teamwork
- Develop productive relationships with others

Evaluation Questions:**Or Target Indicators:**

Youth will respond positively to survey instruments and observational techniques indicating positive behavioral change.

Evaluation Question/Measurement Instrument Sources:

4-H Military Connected Youth
Social Emotional - Team Work
4-H Common Measures 2.0
4-H Common Measures 1.0
CYFAR Common Measures
Leadership Development - CYFAR High School

Long-Term (Condition):

Youth and emerging adults will:

- Use the competencies, knowledge and skills gain through 4-H to Contribute to the health, growth and wellbeing of self, family, community, nation and the world
- Be healthy, scientifically literate, and engaged citizens who improve community vitality
- Be prepared for postsecondary education and will enter the workforce with 21st Century skills, in fields critical to a competitive global economy

Evaluation Questions:**Or Target Indicators:**

Youth and adults will respond positively to survey instruments and observational techniques indicating positive behavioral change.

Evaluation Question/Measurement Instrument Sources:**Plan Contacts:**

Ginger Kopfer, Wade Weber, Shane Potter, Diane Mack

Key Resources:

4-H Military Connected Youth
4-H Common Measures 2.0
4-H Common Measures 1.0
CYFAR Common Measures
4-H Youth Development Vision 2025
National 4-H Logic Models

Focus Areas

Focus areas are designed to complement the general 4-H Positive Youth Development outcomes. A chosen focus area should be incorporated into your larger plan focusing on 4-H PYD.

Communication

Preparing youth to effectively communicate and share their thoughts and ideas in any setting.

Short Term:

- Youth understand how to research a presentation topic prior to developing a speech or demonstration.
- Youth can write an outline, including an introduction, body and conclusion for their speech or demonstration.
- Youth will create a formal presentation, speech or outline using the written outline.
- Youth are prepared to present before their family, a group of their peers (such as at a 4-H club meeting) and a school or unit qualifying event

Intermediate:

- Youth develop competencies in constructing a speech that has a clear introduction, body and closing.
- Youth apply presentation skills with their family, a group of their peers (such as at a 4-H club meeting), a school or unit qualifying event.
- Youth demonstrate an increased level of confidence when presenting in front of groups.
- Youth use their communication skills to assume a leadership role in 4-H or other organizations.

Long Term:

- Youth and young adults utilize the skills gained through education and involvement in Extension programs to serve as leaders in 4-H and other organizations.
- Youth and young adults become more comfortable sharing their thoughts with others.
- Youth develop into competent, capable, contributing adults as a result of their participation in 4-H Communications Programs.

STEM and Agriculture

Developing science interests, skills and abilities in the areas of agriculture, energy, environmental stewardship and technology. Helping youth think and problem solve within a scientific framework and encouraging an excitement for science.

Short Term:

- Youth will develop positive interests and attitudes about science and science related careers.
- Youth will gain a base knowledge of the science content of their projects.
- Youth will develop science skills and abilities.
- Youth will gain knowledge and skills in the production of food and fiber in the areas of plant sciences, horticulture and animal sciences.

Intermediate:

- Youth will apply science to their 4-H projects.
- Youth will utilize science skills and abilities to solve everyday situations.
- Youth will teach others about science related to their projects.
- Youth will practice and apply skills and knowledge in the production of food and fiber in the areas of plant sciences, horticulture and animal sciences.

Long Term:

- Participants will process information, analyze complex problems and make informed decisions regarding current agricultural (food and fiber system), environmental, energy and technology related issues. (A more science literate society)
- An increased number of participants seek out higher education opportunities and careers related to science.
- Youth will be advocates for agriculture and healthy and sustainable food systems.

Career Development/College (after high school education) Readiness

Preparing youth to make informed decisions about their college (after high school education) and career path. Developing skills in young people that will lead to greater persistence in college (after high school education) and employability.

Short Term:

- Youth will be aware of higher education options.
- Youth will identify the relationship between careers and their 4-H projects.
- Youth will develop college and career readiness skills.

Intermediate:

- Youth will aspire to and enroll in higher education.
- Youth will be engaged in on campus events.
- Youth will actively explore careers.

Long Term:

- Participants will achieve economic stability and be successful contributors to their communities.

Community Vitality (Citizenship and Leadership)

Fostering youth's commitment to their communities and growing future leaders.

Short Term:

- Youth will increase their knowledge about leadership and how to be an effective leader, team player and communicator
- Youth will acquire decision making skills and gain an appreciation for civic engagement.

Intermediate:

- Youth will exercise leadership skills learned during their time in 4-H in clubs, activities and other venues with 4-H and other community organizations.
- Youth will engage in community based service learning projects selected to address identified needs.
- Youth will indicate increased awareness of diverse issues in their community and personal lives.
- Youth will be represented on community decision bodies.

Long Term:

- Youth will serve as teen and adult leaders in their communities, community organizations, and as mentors for younger youth.
- Youth will use leadership and communications skills needed to be successful in the workplace on a daily basis.

- Participants will be engaged, well informed citizens who are active in their local and global communities.

Health and Wellness

Educating youth about how to make healthy and safe decisions in their daily lives.

Short Term:

- Youth will gain knowledge and develop skills for making healthy and safe decisions in their daily lives.
- Youth understand risky behaviors and their consequences.
- Youth will know what positive relationship looks like.

Intermediate:

- Youth will practice healthy and safe decision making.
- Youth will exhibit increased resiliency.
- Youth will develop positive relationships with adults and peers.

Long Term:

- Participants will maintain a healthy and safe lifestyle, leading to decreased health related problems and medical costs.

Nutrition

Short Term:

- Youth will have a more positive attitude toward helpful foods and/or are willing to try new foods
- Youth will set goals to improve their dietary practices
- Youth will have the awareness, knowledge and skills to handle food safely
- Youth will know how to follow recipes correctly and safely
- Youth will know how to use knives and other kitchen tools correctly and safely

Intermediate:

- Youth will wash their hands properly and when necessary
- Youth will use knives and other kitchen tools correctly and safely
- Youth will practice healthy eating behaviors

Long Term:

- Youth and adults will maintain healthy eating habits and experience decreases in health-related problems
- There will be a reduction in the proportion of children and youth who are overweight or obese