

Issue Canvas

<p>Issue: Providing Extraordinary Opportunities For Youth to Learn.</p>	<p>Problem statement: (Brief description of the specific problem you are addressing) <i>The capacity for 4-H to engage diverse youth audiences in high quality youth development learning opportunities is limited by inconsistent standards and practices.</i></p>	<p>Brief description of planned activities (outputs): <i>-Programs include culturally significant activities through the use of sound educational models and research-based practices. -Virtual and face-to-face programs align with evidence-based positive youth development. -Youth are engaged in planning their own learning and are civically engaged through service and leadership. -Youth learn and apply STEM knowledge and skills in academic and community settings. -4-H STEM Mobile Labs are utilized during events to market and recruit youth and adults. -STEM grant programming expands sustainable reach for youth and adults.</i></p>	<p>Key indicators: (Up to 3 that show unique value to key stakeholders)</p>	<p>How will data be collected and reported for each indicator?</p>
<p>Do you plan to integrate Extension work on this issue with CSU research? If so, how? <i>4-H youth development Programing is developed to include research and outreach opportunities through CSU systems. Work is accomplished in part through grant partnerships, CSU college partnership development and involvement.</i></p>	<p>Goal/intended outcome: (Should be either a change in behavior/practice/decision-making or a change in long-term condition) <i>4-H engages a broader audience of youth in high quality, diverse and relevant learning opportunities through a variety of program delivery opportunities that maximize participation and meet a high standard of accountability.</i></p>	<p>Theory of change: (How will your outputs result in achievement of your intended outcome? Cite/link to research/evidence if possible.) <i>The output will expose and educate the public on 4-H program opportunities and expansions offered through CSU. Curricula and programs that are consistent with the research-based youth development thriving model are developed and used to bridge the opportunity gap.</i></p>	<p>(1) Number of youth in 4-H Champion groups engaging in 4-H programs/opportunities.</p>	<p>(1) <ul style="list-style-type: none"> • Standardized 4-H Common Measures evaluation tools. • 4-H Online Enrollment and Event Registration and annual county Delivery Report. </p>
<p>Do you plan to collaborate with other states on this issue? If so, how? <i>Collaboration with existing and new partners through virtual meetings and national program shares and through grant opportunities will continue.</i></p>	<p>Target audience: <i>Youth and volunteers that reflect community demographics will be targeted through a variety of delivery modes and partnerships.</i></p>		<p>(2) County and state program evaluations show trends of growth in reach and sustained participation/involvement.</p>	<p>(2) <ul style="list-style-type: none"> • Standardized 4-H Common Measures evaluation tools; pre and post surveys. • 4-H Online Enrollment and Event Registration. • Digital Measures. </p>
			<p>(3)</p>	<p>(3)</p>
			<p>Evaluation plan: (Who will be evaluated, when (after-only, pre-post, etc.), and how (i.e. online survey)?) <i>Program specific surveys will encompass both pre- and post-data for demographics, college and career readiness and connections to 4-H/CSUE.</i></p>	