4-H Communications Projects
Logic Model

Inputs

Grants will be pursued by individual counties for program implementation.
Facilities to be utilized could include: local county extension offices, community centers, schools, churches, child care facilities, etc.
The efforts of paid staff will be to make connections with local collaborators to either train staff and/or volunteers to implement program or to provide the program themselves.
It will be a total collaborative effort of community partners with the local extension office to provide funding, space,

Situation:

Communication Programs are one of the seven core content areas in the Kentucky 4-H Program. Providing youth with the ability to enhance and develop communication skills is of great importance in Kentucky. The development of communications skills is one of the preeminent skills necessary to grow as an individual, a community member and a leader. Using age appropriate activities selected from the approved Kentucky 4-H Communications Curriculum, educators can maximize the ability of youth to develop their writing, reading and personal communication capacities. This in turn creates a solid foundation for positive youth development (Jones, K. R. 2006)

Strong writing, reading and presentation skills present youth with the dexterity of being good communicators as well as allowing them to form receptive relationships with peers and adults. When young people are confident and capable in presenting their thoughts and feelings they are more likely to accept roles of responsibility in their communities and enhance their contribution to society. This development of internal and external assets, as researched by the *Search Institutes* "The 40 Developmental Assets" helps to develop youth into competent, caring and contributing adults. (Jones, K.R. 2006)

Outputs

Activities

4-H School Enrichment Programs - As scheduled with local schools, youth will be presented with activities selected from the approved 4-H Communications Curriculum (The complete Building Bridges Series; Speak Up and Would You Like to Do a 4-H Project Demonstration)

4-H After School Programs - As scheduled with local schools, community centers, youth groups and others; youth will be presented with activities selected from the approved 4-H Communications Curriculum (The complete Building Bridges Series; Speak Up and Would You Like to Do a 4-H Project Demonstration)

4-H Day or Summer Camps – As scheduled with local schools, community centers, youth groups and others; youth will be presented with activities selected from the approved 4-H Communications Curriculum (The complete Building Bridges Series; Speak Up and Would You Like to Do a 4-H Project Demonstration)

4-H Clubs - As scheduled with clubs and leaders; youth will be presented with activities selected from the approved 4-H Communications Curriculum

Participants

The *Building Bridges Communications Series; Speak Up* and *Would You Like to Do a 4-H Project Demonstration* are designed for youth aged 9 through 18 years. This group will be targeted for age appropriate evaluation based on completion of activities in the curricula.

External Factors

Outcomes – Impact

Initial

As a result of this program, youth will know how to:

Research a presentation topic prior to developing a speech or demonstration;

Write an outline, including an introduction, body and conclusion for their speech or demonstration;

Create a formal presentation, speech or outline using the written outline;

Be prepared to present before their family, a group of their peers(such as at a 4-H club meeting) and a school or county qualifying event;

Intermediate

Youth will construct a speech that has a clear introduction, body and closing;

Youth will identify an issue, develop an articulate presentation explaining or supporting that issue;

Youth will make a presentation before their family, a group of their peers (such as at a 4-H club meeting), a school or county qualifying event;

Youth will demonstrate an increased level of confidence when presenting in front of groups;

Youth will demonstrate approved ability and grades in English/Language Arts through their participation in the 4-H Communications programs.

Use their communication skills to assume a leadership role in 4-H or other organizations.

Long Term

Youth will utilize the communications skills gained through education and involvement in Extension programs to serve as leaders in 4-H and other organizations;

Youth will gain interpersonal communications skills that allow them to be competitive members of the current and future workforce;

Youth will feel invested in the 4-H/Extension program that helped them develop their communications skills, thereby, creating a sense of belonging and commitment;

Youth will develop into competent, capable, contributing adults as important developmental assets are met through their participation in 4-H Communications Programs.

Assumptions

The Search Institute cites several developmental assets that are necessary building blocks for youth to grow up as healthy, caring and responsible adults (Search Institute, 2004). They are: 1) Positive Family Communication, 2) Learning Engagement, 3) Early Literacy, 4)Building Independence, 5) Opportunity for Mastery and 6) Youth as Resources.
Developing these assets through the develop of communications skills will create a setting that will minimize high risk behaviors, channel youth in positive directions, and allow them the chance to succeed in their clubs, communities, countries and world. Analysis of the selected Kentucky 4-H Communications Curriculum (*Building Bridges Series, Speak Up and would you Like to do A 4-H Project Demonstration)* indicate that a number of developmental assets are met through involvement in this program. Meeting these will create positive social change in the youth.