

# 2025 Youth: 4-H Youth Development - Civic Engagement (State) Completed

## Reporting Period

Extension 2025 (January 1, 2025 - December 31, 2025)

## Level

State

## Type

Core

## State Action Plan

2025 Youth: 4-H Youth Development - Civic Engagement (State)

## Status

Approved

## Program Areas

4-H Positive Youth Development  
Strengthening Families

## Unit

Virginia - Virginia Cooperative Extension (Implementing Agency)

## Critical Issues

Community Viability  
Strengthening Virginia Families  
Youth Development

## Comments

Units may develop programs and events at the local level which support this buy-in such as:

- Arranging for 4-H members to speak/present at local government or civic association meetings such as boards of supervisors, school boards, chambers of commerce, Rotary, Kiwanis, etc.
- Organized service and service-learning related events such as Adopt-a-Highway, food drives, sending packages to military
- Leadership training events such as officer trainings, counselor trainings, etc.
- Local events showcasing 4-H members' talents in areas such as communication and expressive arts

In addition, Agents and volunteers that work with youth in projects coded with any of the following National Project Categories are also taking part in the Civic Engagement buy-in:

- Civic Engagement
- Communications & Expressive Arts
- Community / Volunteer Service
- Leadership & Professional Development

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## Uploads

[4-H Citizenship National Logic Model \(December 2011\).pdf](#)

[Civic Engagement Buy-In \(November 2024\).pdf](#)

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## Created By

 Chad Proudfoot

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## Last Modified By

 Christina Galardi

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## Created At

12/02/2024 10:54 a.m.

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01/28/2025 12:39 p.m.

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## PEARS Action Plan ID

31334

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## Collaborators

User	Contributor	View Only	View & Edit	Contribution
Chad Proudfoot	✓	⊘	✓	
Jeremy Johnson	✓	⊘	✓	State 4-H Leader

## Situation Assessment

### Situation

Originally developed in 2011 as the National 4-H Mission Mandate of "Citizenship," this has evolved into what is now generally accepted to be the 4-H Pillar Area of Civic Engagement. This is defined by National 4-H Headquarters as follows:

*Since its inception, 4-H has placed emphasis on the importance of young people being engaged, well-informed citizens. By connecting to their communities and community leaders, youth understand their role in civic affairs and expand their role in decision making processes. It's clear that civic engagement provides the foundation that helps youth understand the "big picture" of life and find purpose and meaning. The core areas of [Civic Engagement] are:*

- *Civic Engagement (voice, advocacy, activism)*
- *Service (community service, service learning, community youth development)*
- *Civic Education (government principles, processes and structure; personal roles & responsibilities, history & cultural heritage)*
- *Leadership (leadership, respect, understanding, character development)*

*(United States Department of Agriculture - National Institute of Food & Agriculture, 2011)*

### Public Value

4-H Citizenship is the knowledge, skills, attitudes and motivation that give youth the capacity to move beyond one's individual self-interest and to be committed to the well-being of some larger group:

- Civic Engagement - individual and collective actions designed to identify and address issues of public concern.
- Civic Education - Civic education is the cultivation of the virtues, knowledge, and skills necessary for political participation.
- Service - refers to charitable activity performed to benefit someone besides one's self.
- Personal Development

- Leadership - the visible role an organization or individual assumes in order to direct and inspire others.
  - Mutual respect and understanding - to feel or show honor or esteem for; hold in high regard.
  - Character development - distinguishing moral qualities, moral virtues, and moral reasoning abilities.
  - Problem solving - involve being able to approach the different angles of a problem in order create a resolution.
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## Outcomes and Indicators

### Short Term Outcomes

#### Outcome

Children, youth, and families gain knowledge of the importance of education of civic duties, engagement of civic affairs, service, and/or personal issues which may require improvement.

#### Indicators

- Example of Knowledge Gained
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#### Outcome

Youth and families will maintain a positive attitude about education on public policies affecting the community.

#### Indicators

- Helping People in Community
  - Helping People
  - Community Responsibility
  - Positive Attitude
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#### Outcome

Youth, families, and the community will develop skills to effectively educate the public about an issue.

#### Indicators

- Provide an Example of Short-Term Skill Development

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**Outcome**

Increase young people's aspiration in educating the public about issues that may affect global change.

**Indicators**

- Aspiration & Achievement
  - Aspiration & Achievement
  - Provide Examples of Youth Aspiring and/or Achieving According to the Civic Engagement Goals
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**Outcome**

Children, youth, and families increase awareness of their own and different cultures, traditions, people, values, and viewpoints.

**Indicators**

- Increased Cultural Awareness (Country)
  - Increased Cultural Awareness (World)
  - Learning About Other Cultures
  - Provide Examples of Increased Cultural Awareness
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**Outcome**

Youth increase written and verbal foreign language skills.

**Indicators**

- Increased Written & Verbal Skills
  - Provide Examples of Increased Written & Verbal Skills
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**Outcome**

Youth increase positive attitudes toward cultural differences.

**Indicators**

- Attitudes Toward Cultural Differences
  - Provide Examples of Youth Increased Positive Awareness of Cultural Differences
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**Outcome**

Youth aspire to careers and service to multinational business and causes.

### Indicators

- Skills Identification
  - Career Identification
  - Career Fit
  - Foreign Career
  - Provide other evidence of youth international career aspirations.
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### Outcome

Youth aspire to pursue cultural immersion experiences or exchanges.

### Indicators

- Cultural Immersion
  - Cultural Immersion
  - Provide other evidence of youth aspiration to pursue cultural emersion experiences or exchanges.
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## Medium Term Outcomes

### Outcome

Children, youth, and families personally seek civic education, civic engagement, etc. for self as well as community.

### Indicators

- Seeking Knowledge
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### Outcome

Youth and families create opportunities to affect change in the community.

### Indicators

- Opportunities for Change
  - Opportunities for Change
  - Provide other evidence of youth and families creating opportunities for community change.
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**Outcome**

Communities provide access to places where knowledge can be gained.

**Indicators**

- Provide examples and evidence of community access.
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**Outcome**

Youth actively participate in one or more types of cultural immersion, experiences, or exchanges.

**Indicators**

- Cultural Immersion
  - Cultural Immersion
  - Cultural Immersion
  - Provide examples or evidence of participation in cultural immersion experiences or exchanges.
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**Outcome**

Youth motivate others to pursue cultural immersion, experiences, or exchanges.

**Indicators**

- Provide evidence of youth motivating others to participate in cultural experiences or exchanges.
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**Outcome**

Youth major in a globally focused career in college.

**Indicators**

- College Major
  - College Decisions
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**Outcome**

Youth actively participate in globally focused community service project(s)/program(s).

**Indicators**

- Globally Focused Service

- Globally Focused Service
  - Provide other evidence of youth involved in globally focused projects and programs
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### **Outcome**

Youth use foreign language written and verbal skills in an international country.

#### **Indicators**

- Utilizing Foreign Language Skills
  - Provide other evidence of youth utilizing foreign language skills.
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### **Outcome**

Youth understand public issues and how they are connected across local, national, and global levels, and the impact of civic decisions locally and globally.

#### **Indicators**

- Understanding Public Issues
  - Provide other evidence of youth understanding public affairs and connections.
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### **Outcome**

Youth understand public issues and participate in service to address problems at the local level and beyond.

#### **Indicators**

- Public Service Participation
  - Public Service Participation
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## **Long Term Outcomes**

### **Outcome**

Education will better the economic situation by increasing awareness and interest, allowing more individuals and communities to become involved in solving economic crises.

#### **Indicators**

- Economic Awareness & Situation
- Provide other evidence of youth understanding economic situations.

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**Outcome**

Education about saving the environment will increase knowledge of healthy decisions improving the health of communities.

**Indicators**

- Environmental Education / Healthy Communities
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**Outcome**

Education of civic duties will lead to social improvements toward positive citizenship.

**Indicators**

- Positive Citizenship
  - Positive Citizenship
  - Provide other evidence of youth as positive citizens in the community.
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**Outcome**

Civic improvements will increase along with knowledge of communities' concerns and resource due to education.

**Indicators**

- Provide evidence of youth engagement with civic improvements in the community.
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**Outcome**

Youth will contribute positively to world unity and global society.

**Indicators**

- Global Society
  - Global Society
  - Global Society
  - Provide other evidence of youth contributions to a global society.
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**Outcome**

Youth will actualize a global perspective and their personal sense of place in it.

**Indicators**

- Actualizing Global Perspective
  - Provide evidence of youth actualizing a global perspective.
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## Outputs

### Intended Outputs

Short, Medium, and Long-Term impacts for the Pillar Area of Civic Engagement and its sub-areas have been developed as logic models by USDA-NIFA (Schillings & Fox, 2011). These are available online at:

<https://drive.google.com/file/d/10tmLqsMARo83AZmzbeO8jIUcrdLg2Vf6/view?usp=sharing>

Virginia 4-H provides many ways for youth to engage with this Pillar Area. This includes events such as 4-H Day at the Capitol and Virginia 4-H State Congress. Events or programs such as these may develop their own specific buy-in statements.

It is important to note that many programs and events falling under the Civic Engagement Pillar Area may not be exclusive to it. There is often cross-programming with other Pillar Areas and related programs. For example, camp counselor training is a leadership and personal development activity under Civic Engagement but also has a direct tie-in to the camping program. Officer trainings are a Civic Engagement function, but could also involve instruction on social and emotional wellness that also falls under Health. The Pillar Areas should not be seen as mutually exclusive.

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Board Chair: \_\_\_\_\_

Date: \_\_\_\_\_