Public Health Extension—College of Public Health and Human Sciences

Oregon 4-H Youth Development Program
Strategic Priorities
2015-2018

Updated

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Oregon 4-H Youth Development Program
2015-2018 Strategic Plan

About the Strategic Planning Process

This document is the result of a process that began at the 2014 4-H professional development conference in March, 2014. At that time, every 4-H faculty and staff member in attendance participated in a series of roundtable data gathering activities that were designed to gather collective input on the strategic priorities for 4-H in the next five years.

Following the conference, Roger Rennekamp, Associate Dean for Outreach and Engagement, appointed four members to the 4-H strategic planning working group. The members were:

> Dani Annala, Hood River County
> Mary Arnold, State 4-H Staff
> Pamela Rose, State 4-H Staff
> Todd Williver, Lincoln County

This group, along with Roger, analyzed and synthesized the information from the roundtables into strategic areas that emerged from the data. It is important to note that there was very high consistency in the data gathered through the roundtable process, and these data fell easily into the identified strategic areas.

The working group then spent a full day in June discussing the success indicators that articulated what the 4-H program intends to accomplish in each of the strategic areas, as well as the metrics by which the accomplishment of the work will be measured.

In July the completed plan was presented to the state 4-H staff for review and acceptance. Following this review, a few minor changes were made to the plan, with the goal of having the final version ready by September 1 in order to accommodate needed changes in the Extension on-line planning system (SOARS) for the 2015 Plan of Work process.

The plan will be presented to the entire 4-H faculty at the September Extension conference, with the goal of forming faculty working groups in each of the strategic areas.

This process resulted in the identification of eight strategic areas that fall under two operational levels – organizational and programmatic.

Organizational Level	**Programming Level**
1. Positive Youth Development 2. Professional Development 3. Volunteer Development 4. Access, Equity, & Inclusion 5. Communication	6. Citizenship 7. Healthy Living 8. Science

1) Positive Youth Development

GOAL: The strategic goal for the area of Positive Youth Development (PYD) is to ensure the 4-H program statewide meets the program standards necessary to achieve the developmental and long-term outcomes of the program. These standards are:

1. Fidelity to the standards of positive youth development program
2. Sufficient program dosage and intensity
3. Comprehensive developmental relationships
4. Opportunities for youth engagement and action

Indicator # 1 Program Quality

- 4-H programs in Oregon are developed and implemented using the established criteria for positive youth development programs.
  - *Metric* – Youth report presence of the eight criteria in the triennial statewide 4-H youth evaluation (2015; 2018)
- 4-H educational staff and volunteers are trained in the principles and utilization of PYD program principles.
  - *Metric* – 4-H educational staff are provided professional development training in PYD program principles
  - *Metric* – Program quality training materials are provided for 4-H educational staff to use in volunteer training
  - *Metric* – Volunteers report effective training in PYD program principles on training evaluations
  - *Metric* – Volunteers implement PYD program principles in 4-H programs on triennial 4-H Volunteer evaluation (2016;2019)

Indicator # 2 Sufficient Program Dosage and Intensity

- 4-H programs in Oregon provide program dosage and intensity at a level that promotes the achievement of developmental outcomes for youth.
  - *Metric* – Program outcomes increase as a function of 1) youth years in the 4-H program and 2) amount of hours weekly youth engage in 4-H activities. This metric will serve as a predictor variable in achievement of program outcomes in

triennial statewide 4-H youth evaluation (2015; 2018)

Indicator # 3 Comprehensive Developmental Relationships
- 4-H educational staff and volunteers are trained in the principles and facilitation of developmental relationships.
  - *Metric* – 4-H educational staff are provided professional development training in developmental relationships
  - *Metric* – Developmental relationship training materials are provided for 4-H educational staff to use in volunteer training
  - *Metric* – Volunteers report effective training in developmental relationship on training evaluations
- 4-H programs in Oregon support the establishment and maintenance of comprehensive developmental relationships for youth- both with adult partners and mentors and with peers. These relationships are marked by five qualities: 1) expressing care, 2) challenging growth, 3) providing support, 4) sharing power, and 5) expanding possibilities.
  - *Metric* – Youth report facilitation of developmental relationships in the triennial statewide 4-H youth evaluation (2015; 2018)
  - *Metric* – Volunteers report presence of developmental relationships in 4-H programs on triennial 4-H Volunteer evaluation (2016;2019)

Indicator # 4 Opportunities for Youth Engagement, Empowerment and Action
- 4-H educational staff and volunteers are trained in the principles of youth engagement, empowerment and action.
  - *Metric* – 4-H educational staff are provided professional development training in engagement, empowerment and action
  - *Metric* – Youth engagement, empowerment and action training materials are provided for 4-H educational staff to use in volunteer training
  - *Metric* – Volunteers report effective training in youth engagement, empowerment and action on training evaluations
- 4-H programs in Oregon effectively engage and empower youth for action.
  - *Metric* – Youth report being engaged and empowered for action in the triennial statewide 4-H youth evaluation (2015; 2018)
  - *Metric* – Volunteers report focusing on youth engagement, empowerment and action on the triennial statewide 4-H Volunteer evaluation (2016;2019)

2) Professional Development

GOAL: The strategic goal for the area of Professional Development is to ensure that 4-H educational staff is prepared, competent, and empowered to develop and implement high quality 4-H youth development programs. This goal is evidenced through the following:

1. Understanding and utilizing the Oregon 4-H program model
2. Understanding and utilizing the *Professional Research and Knowledge Competencies*
3. Providing and participating in professional development opportunities
4. Professional competence and career satisfaction

Indicator # 1 Knowledge of the Oregon 4-H Program Model

- The 4-H educational staff is provided training on the 4-H program model.
    - o *Metric* – 4-H educational staff report high levels of understanding of the 4-H program model on the annual statewide survey of 4-H educational staff
    - o *Metric* – 4-H educational staff report utilizing the model to describe, develop, and train others about the 4-H program theory on the annual statewide survey of 4-H educational staff

Indicator # 2 Knowledge of the Professional Research and Knowledge Competencies (PRKC)

- The 4-H educational staff is provided training on the PRKC framework.
    - o *Metric* – 4-H educational staff report high levels of understanding of the PRKC on the triennial statewide survey of 4-H educational staff (2015; 2018)
    - o *Metric* – 4-H educational staff report utilizing the PRKC to assess and monitor their own professional development on the biennial statewide survey of 4-H educational staff (2016; 2018; 2020)
    - o *Metric* – The PRKC is used as a framework for developing professional development plans as reported in SOARS

Indicator # 3 Participation in Professional Development Opportunities

- The 4-H state program commits to and provides regular professional development opportunities for 4-H educational staff.
    - o *Metric* – 4-H program provides the following professional development opportunities annually: New staff training, peer mentoring, staff development conference, regional subject matter training, quarterly professional development webinars
- The 4-H educational staff participates in regular professional development opportunities for 4-H educational staff.
    - o *Metric* – 80% of 4-H program educational staff participate in one or more of the following professional development opportunities annually: New staff training,

peer mentoring, staff development conference, regional subject matter training, quarterly professional development webinars

- The 4-H educational staff utilizes state and national professional development organizations.
  - o *Metric* – All new 4-H educational staff receive a personal invitation to join OSUEA4-HA and NAE4-HA
  - o *Metric* – 95% of all 4-H educational staff maintain active membership in OSUEA4-HA and NAE4-HA
  - o *Metric* – 60% of all 4-H educational staff attend annual OSUEA4-HA meeting, and NAE4-HA National conference
  - o *Metric* –60% of all 4-H educational staff are actively involved in OSUEA4-HA and/or NAE4-HA through leadership roles, committee membership, or other organized involvement as reported on the annual statewide survey of 4-H educational staff

Indicator # 4 Professional Competence and Career Satisfaction
- The 4-H educational staff is competent and satisfied in their 4-H Career.
  - o *Metric* – 4-H educational staff report high levels of career competence and job satisfaction on the annual statewide survey of 4-H educational staff
  - o *Metric* – Attrition, staff-turn over, and job relocations among 4-H staff are low.
  - o *Metric* – Exit interviews with 4-H educational staff who terminate employment reveal that competence and satisfaction with their current 4-H position are not the primary reason for leaving the position.

3) Volunteer Development

GOAL: The strategic goal for the area of Volunteer Development is to ensure that 4-H volunteers are prepared, competent and empowered to implement 4-H youth development programs and that 4-H educational staff are competent in volunteer development and management. This goal is evidenced through the following:

1. Volunteers have the knowledge to follow State 4-H Program guidelines on youth protection, risk management and financial management.
2. Volunteers have the knowledge to implement the Oregon 4-H Program Model. This model ensures the 4-H program statewide meets the program standards necessary to achieve the developmental and long term outcomes of the program.
3. Organization provides the systems support and training necessary for educators to develop and manage volunteers
4. 4-H educational staff provide adequate training and mentoring to volunteers

Indicator #1 Implementation of Guidelines for Youth Protection, Risk Management, and
   Financial Management
- o *Metric:* Volunteers report effective training related to state guidelines on
  training evaluations
- o *Metric:* Minimal youth protection, risk management, and financial management
  issues are reported across the program.
- o *Metric:* Volunteers report implementing State guidelines in their roles on
  triennial 4-H volunteer evaluation (2016; 2019)

Indicator # 2: Knowledge in Implementing Oregon 4-H Program Model.

The program standards for PYD are:
- Fidelity to the standards of positive youth development program
- Sufficient program dosage and intensity
- Comprehensive development relationships
- Opportunities for youth engagement and action
  - o *Metric:* Volunteers report effective training in PYD program principles on
    training evaluations
  - o *Metric:* Volunteers implement PYD program principles in 4-H programs on
    triennial 4-H volunteer evaluation (2016; 2019)

Indicator # 3: Organization Provides Systems Support and Training Necessary for Educators to
   Manage Volunteers
- Computer management systems to track volunteers and other related functions are
  continuously updated with ongoing training provided
- Defined standardized curriculum of volunteer training
- Standardized processes and best practices for operating 4-H Associations.
  - o *Metric:* 4-H educational staff are provided adequate training in computer
    management systems
  - o *Metric:* 4-H educational staff are provided adequate training and curriculum to
    conduct volunteer training.
  - o *Metric:* 4-H educational staff are provided professional development training in
    handling conflict situations with different audiences.
  - o *Metric:* 4-H educational staff and 4-H Associations implement practices and
    follow outlined procedures for their operations.

<u>Indicator # 4: 4-H Educational Staff Provide Adequate Training to Volunteers</u>

- 4-H volunteer training is provided in the right program dosage, content, and intensity at a level that promotes volunteers ability to achieve volunteer development goals
    - *Metric:* Volunteer development outcomes increase as a function of 1) amount of hours volunteer is engaged in training and 2) amount of hours volunteer engages monthly in their role in the 4-H program. This metric will serve as a predictor variable in achievement of volunteer development goals in triennial 4-H volunteer evaluation.(2016; 2019).

4) Access, Equity, & Inclusion

GOAL: The strategic goal for the area of Access, Equity and Opportunity is to ensure that 4-H is available and relevant to all Oregonians, especially focusing on individuals with disabilities and those from diverse cultural backgrounds. This goal is evidenced through the following:

1. Expanded marketing, promotions, and opportunities for underserved audiences

2. Increase knowledge and acceptance of underserved populations

3. Integration of traditional 4-H club programming with non-traditional outreach programming and vice versa

4. Increased programming around college and workforce readiness

5. Increased programming around financial literacy

6. Success of Oregon Governors 40-40-20 goal

7. Increase 4-H professional faculty and staff from different cultural backgrounds and with diverse skill sets

Indicator # 1 Marketing, Promotions, and Opportunities for Underserved Audiences

- The 4-H educational staff provides 4-H programs that are relevant and accessible to underserved audiences.
    Metric #1: 4-H educational staff report providing at least one program per year that focusses the interest and/or needs of underserved audiences.

    Metric #2: 4-H staff and volunteers report specific instructional strategies that meet the needs of underserved populations in 4-H programming.
    Metric #3: 4-H Staff and volunteers report specific strategies that create a physically and emotionally safe environment.
    Metric #4: Staff and volunteers report specific strategies used to recruit participants from underserved populations.
    Metric #5: Program recruitment materials show diverse populations that are representative of their counties.
    Metric #6: Staff and volunteers report surveying youth on their needs and interest for 4-H programming.

Indicator #2: Increase knowledge and acceptance of underserved populations

- **The 4-H program provides curriculum delivered by a staff, faculty, and volunteer base that are demographically representative of their county and state**

    Metric #1: Staff and volunteers report participant demographics match county and state demographics for youth, adult volunteers, staff, and faculty

    Staff and volunteers engage in programming for underserved populations

    Metric #1: Staff report utilizing available programming resources, including fellow staff members, in order to meet the needs and interests of diverse populations

    Metric #2: Staff and volunteers report involvement in outreach efforts

    Metric #3: Staff and volunteers report specific strategies to promote and celebrate diversity

Indicator # 3 Integration of Traditional 4-H Club Programming with Non-Traditional Outreach Programming and Vice Versa

- **The 4-H educational staff intentionally makes connections to club programs and outreach programs when and where appropriate.**

    Metric #1: Staff and volunteers report an Increase in the volunteer base focusing on the recruitment of volunteers that are representative of county demographics.

    Metric #2: Staff and volunteers report the creation of new club programs that are relevant to the interest or cultures of diverse populations.

    Metric #3: Staff and volunteers report offering all 4-H programming to interested youth.

    Metric: #4: 4-H Staff and volunteers report efforts to reduce barriers to participation in 4-H programming for underserved populations.

Indicator # 4 Achieve Workforce Readiness

- **The 4-H program provides curriculum and programs that promote the development of job readiness skills.**

    Interview skills, leadership, mentoring, team work, problem solving, resume making, application forms, and computer skills

    Metric #1: 4-H Staff and volunteers report utilizing available resources to provide youth with opportunities to develop soft skills such as; interviewing, leadership, mentoring, and problem solving skills along with team work skills.

    Metric #2: 4-H staff and volunteers report offering opportunities for youth to engage with the community including businesses, organizations, government, and service agencies, to develop job readiness skills.

    Metric #3: Programs report providing opportunities to develop specific technical skills such filling out job applications, creating a resume, basic writing skills, and computer skills.

    Metric #4: Staff and volunteers report that all workforce readiness programming is presented to youth in a way that is accessible, relevant, and engaging for all populations

    Metric #5: Staff and volunteers report providing 4-H youth with workforce opportunities (internships, mentoring, job shadowing, and apprenticeships).

Indicator # 5 Achieve Financial Literacy

- **The 4-H program provides curriculum and programs that promote the development of financial literacy skills.**
    Basic mathematical calculation, balancing checkbook, applying for bank account, budgeting, interest, tax, credit.

    Metric #1 *Staff and volunteers report providing youth with opportunities to apply mathematical literacy skills in a real world setting.*
    Metric #2: Staff and volunteers report providing participants with programming related to developing money management skills such as; budgeting and, applying for and managing a bank account.
    Metric #3: Staff and volunteers report that all financial literacy programming is presented to youth in a way that is accessible, relevant, and engaging for all populations

Indicator # 6 Achieve 40-40-20

- **The 4-H program provides curriculum and programming that promote the achievement of the 40-40-20 goal.**
    College applications, FAFSA, opportunities for trade school or military, college opportunities, exploration of majors. Requirements for HS grad, Honors, AP, IB, exams SAT, GRE

    Metric #1: Staff and volunteers report providing 4-H youth with opportunities to visit potential colleges and/or trade schools.
    Metric #2: Staff and volunteers report providing 4-H with opportunities to engage with resources available at their next level of education (High School, College, and Trade School).
    Metric #3: Staff and volunteers report providing 4-H youth with workshops related to filling out various forms including college applications, financial aid, grants, and scholarships.
    Metric #4: Staff and volunteers report providing 4-H youth with opportunities to explore future careers based on interest and personal strengths.

Indicator # 7 Increase 4-H professional faculty and staff from different cultural backgrounds and with diverse skill sets

- **The Oregon 4-H State Office and County Offices will make equitable efforts to recruit professional faculty and staff in counties.**
    Recruiting, creating our own workforce, identifying potential professionals in our local communities, do not require experience in 4-H for new hires, encourage and support innovation, support efforts of faculty engaging underserved populations and children with disabilities.

    Metric #1: The 4-H State Office will expand the recruitment options nationwide.
    Metric #2: In counties with more the 10% of people with different cultural backgrounds, 4-H will require a bilingual by cultural background.
    Metric #3: In counties with large populations, a person with great understanding about children with disabilities will be preferred.

Metric #4: The 4-H State Office will provide additional resources and support for new programming and recruit professional faculty and staff with different skills and from different cultural backgrounds.

Metric #5: The 4-H State Office will work with County Stake Holders to hire staff that can meet the needs of the entire community.

5) Internal and External Communication

GOAL: The strategic goal for the area of Internal and External Communication is to implement internal and external communication principles and practices to ensure a positive, efficient and effective work environment for the 4-H educational staff to conduct the 4-H youth development program. This goal is evidenced through the following:

1. Good Internal Communication practices are utilized within the organization.
2. Good External Communication systems are put in place and followed within the organization.

Indicator # 1: Good Internal Communication Practices are Utilized within the Organization.

These practices are:

- Effective communication practices are used by 4-H educational staff in the organization thus ensuring that communication is two-way, comprehensive, and professional, and that there is clarity in the delivery of the message.
    - o *Metric:* 4-H educational staff report high level of effective communication practices on the annual statewide survey of 4-H educational staff
    - o *Metric:* 4-H educational staff report that the organizational communication quality contributes to higher levels of job satisfaction on the annual statewide survey of 4-H educational staff
- 4-H educational staff are timely in their response to other staff, partners and clientele. Timely is defined as "an appropriate response time as reflected by the need."
    - o *Metric:* 4-H educational staff report high levels of communication timeliness on the annual survey of 4-H educational staff.
- Online 4-H information is easily accessible to all staff, partners and clientele.
    - a. *Metric:* State and County 4-H Websites are robust and easily navigated.

Indicator # 2: Good External Communication Systems are Present and Followed within the Organization.

These systems include standards such as:

- Professional quality is a descriptor of our External communication pieces.

- o *Metric:* 4-H educational staff use a professional signature line on every email sent
- o *Metric:* 4-H educational staff are consistent in their use of letterhead, thank you notes, news releases, photos, flyers, brochures, etc.
- o *Metric:* 4-H educational staff are provided with professional development training on templates to ensure professional quality of external communication pieces.
- There is a consistency in the presentation of 4-H materials created at county and or state level
  - o *Metric:* 4-H, Extension, PHHS, and OSU branding templates & logos are utilized
  - o *Metric:* 4-H curriculum, educational materials carry essential 4-H descriptors
- The language used to communicate about 4-H is consistent, positive, inclusive, and uses terms such as mission mandates, impacts, positive youth development.
  - o *Metric:* 4-H program utilizes the "4-H GROWS _____" campaign
- There is accountability within the system for appropriate or inappropriate use of information
  - o *Metric:* 4-H educational staff are rewarded for using appropriate forms of communication
- Contemporary forms of communication are embraced by the organization to stay engaged with our clientele and future audiences for recruitment, retention, and marketing needs.
  - o *Metric:* The 4-H website reflects the variety of forms of communication embraced by the organization, such as Facebook, Twitter, blogs, YouTube, etc.

6) Citizenship

GOAL: The strategic goal for the area of Citizenship is to ensure the 4-H program statewide conforms with the national 4-H mission mandate related to Civic Engagement, Civic Education, Service, and Personal Development. 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. Oregon 4-H achieves this by:

1. Incorporation of civic engagement into all areas of 4-H programming
2. Expanded civic education opportunities and global competency programming
3. Increased youth involvement in activities performed to benefit others
4. Increased youth awareness and involvement in personal and leadership development options
5. Citizenship program development

Indicator # 1 Incorporation of civic engagement into all areas of 4-H programming
Civic Engagement – individual and collective actions designed to identify and address issues of public concern – includes relationships to decision making, advocacy, activism, and voice

- The 4-H educational staff incorporates civic engagement into all 4-H project areas.
  - *Metric* – 4-H educational staff report incorporating civic engagement into all 4-H project areas on the triennial statewide survey of 4-H educational staff (2015; 2018)
  - *Metric* - Youth report inclusion of civic engagement in their 4-H project areas on the triennial statewide 4-H youth evaluation (2015; 2018)
- The 4-H educational staff provides opportunities for youth voice in all areas of 4-H.
  - *Metric* – There is youth membership on all county advisory boards
  - *Metric* – Youth report opportunities for youth voice in all areas of 4-H on the triennial statewide 4-H youth evaluation (2015; 2018)
  - *Metric* – Results of annual statewide evaluations in citizenship reflect high level of civic engagement among 4-H youth participants.

Indicator # 2 Expanded civic education opportunities and global competency programming
Civic Education – cultivation of the virtues, knowledge, and skills necessary for political participation – includes government principles, history, heritage, cultural competency and global competency.

- The 4-H educational staff provides opportunities for youth to learn about and engage with government.
  - *Metric* – Representative youth participation in local, state and national civic education programs (Experience Oregon; Citizenship Washington Focus, National 4-H Conference).

- o *Metric –* Youth report opportunities to learn about and engage with government on the triennial statewide 4-H youth evaluation (2015; 2018)
- The 4-H educational staff provides opportunities for youth to participate in global competency programming. State 4-H office provides an international program coordinator.
  - o *Metric –* Increase in number of Oregon youth participating in global competency programming – including inbound hosting and outbound exchange opportunities.
  - o *Metric -* Youth report inclusion of global competency programming in their 4-H project areas on the triennial statewide 4-H youth evaluation (2015; 2018)
  - o *Metric –* Results of annual statewide evaluations in citizenship reflect high level of civic education among 4-H youth participants.

Indicator # 3 Increased youth involvement in activities performed to benefit others
Service – refers to charitable activity performed to benefit someone besides one's self and includes community service, service learning, and community youth development.
- The 4-H educational staff incorporates service into all 4-H project areas.
  - o *Metric –* 4-H educational staff report incorporating service into all 4-H project areas on the triennial statewide survey of 4-H educational staff (2015; 2018)
  - o *Metric -* Youth report inclusion of service in their 4-H project areas on the triennial statewide 4-H youth evaluation (2015; 2018)
  - o *Metric –* Results of annual statewide evaluations in citizenship reflect high level of service among 4-H youth participants.

Indicator # 4 Increased youth awareness and involvement in personal and leadership development options
Personal and leadership development – includes programming related to leadership enhancement, character development, problem solving, and mutual respect and understanding

- The 4-H educational staff incorporates personal and leadership development into all 4-H project areas.
  - o *Metric –* 4-H educational staff report incorporating personal and leadership development into all 4-H project areas on the triennial statewide survey of 4-H educational staff (2015; 2018)
  - o *Metric -* Youth report inclusion of personal and leadership development in their 4-H project areas on the triennial statewide 4-H youth evaluation (2015; 2018)
  - o *Metric –* Results of annual statewide evaluations in citizenship reflect high level of personal and leadership development among 4-H youth participants.

Indicator # 5 Citizenship Program Development
- All 36 Oregon Counties have at least one intentional citizenship program per year and complete at least one annual citizenship program evaluation
  - *Metric* – Local program evaluations utilize the statewide citizenship program evaluation instruments, contributing to the statewide evaluation of 4-H citizenship programming

7) Healthy Living
GOAL: The strategic goal for the area of Healthy Living is to ensure the 4-H program statewide conforms with the national 4-H mission mandate to engages youth and families through access and opportunities to achieve optimal physical, social, and emotional well-being. Oregon 4-H achieves this by:
1. Inclusion of Healthy Living activities in Oregon 4-H programs
2. Support for social/emotional well being
3. Nutrition/Health and Physical Activity
4. Youth Action/Engagement
5. Health Career Exploration

Indicator # 1 4-H Programming contributes to a Thriving Trajectory for Youth
- 4-H programs help youth to develop on a thriving trajectory, marked by openness to challenge and discovery, pro-social awareness, positive self-regulation, transcendent awareness, positive emotionality, and a hopeful purpose.
  - *Metric* – Youth report high levels of thriving indicators on the triennial statewide 4-H youth evaluation (2015; 2018)

Indicator # 2 Integration of Health Topics Across 4-H Programming
- 4-H programs intentionally highlight areas of health learning, where applicable, in 4-H project areas
  - *Metric* – Youth report learning health-related topics as part of their 4-H projects on the triennial statewide 4-H youth evaluation (2015; 2018)
  - *Metric* – 4-H Educators share methods and successes related to incorporating health into 4-H projects through scholarly presentations, posters, and papers

Indicator # 3 4-H Healthy Living Program Development
- All 36 Oregon Counties have at least one intentional healthy living program per year and complete at least one annual healthy living program evaluation
  - *Metric* – Local program evaluations utilize the statewide healthy living program evaluation instruments, contributing to the statewide evaluation of 4-H healthy living programming

Indicator # 4 4-H Healthy Living Programs Promotes Youth Engagement, Action and Career

<u>Exploration</u>
- Oregon 4-H will provide healthy living programming for youth that increases youth engagement and action for health in their communities.
- Oregon 4-H will provide healthy living program for youth that encourages career exploration in health-related fields
    - *Metric* – Increased county participation in the YA4-H! (Youth Advocates for Health) programming from 2014-2018.
    - *Metric* – Increased youth engagement, action, and career exploration as reported on annual statewide YA4-H! program evaluations

8) Science
GOAL: The strategic goal for the area of Science is to ensure the 4-H program statewide conforms with the national 4-H mission mandate to meet the need for science, engineering, and technology education which is essential for today's youth. Oregon 4-H achieves this by:
1. Engaging youth in a process of discovery, creativity, and exploration
2. Utilization of the Experiential Learning Model
3. Providing opportunities for career exploration and workforce development
4. Increasing science literacy

<u>Indicator # 1 Integration of Science Across 4-H Programming</u>
- 4-H programs intentionally highlight areas of science present and incorporate science inquiry, where applicable, in 4-H project areas
    - *Metric* – Youth report learning science concepts and engaging in science inquiry and science practices related to their 4-H projects on the triennial statewide 4-H youth evaluation (2015; 2018)
    - *Metric* – 4-H Educators share methods and successes related to incorporating science into 4-H projects through scholarly presentations, posters, and papers

- Oregon 4-H offers/participates in stand-alone science programs, both locally and with national partners (e.g. 4-H National Youth Science Day, First Lego League, MATE ROV)
    - *Metric* – 4-H educator reported levels of participation in identified science programs annually

<u>Indicator # 2 Next Generation Science Standards (NGSS)</u>
- Oregon 4-H materials and programs recognize the NGSS as a foundation for science inquiry in 4-H Programming
    - *Metric* – Updated educational materials are based on the NGSS standards

o *Metric* – Training is provided for utilizing NGSS standards in 4-H programs

o *Metric* – Local program evaluations utilize the NGSS program evaluation instruments, contributing to the statewide evaluation of NGSS –based 4-H programming

<u>Indicator # 3 Science Program Development</u>

- Oregon 4-H Science programs are developed to meet the national 4-H criteria for being "science –ready"
  - o *Metric* – 4-H educators possess the knowledge and skill to develop science-ready programs as reported on the annual statewide survey of 4-H educational staff

- All 36 Oregon Counties have at least one intentional science program per year and complete at least one annual science program evaluation
  - o *Metric* – Local program evaluations utilize the statewide science program evaluation instruments, contributing to the statewide evaluation of 4-H science programming