



## Situation

A situation exists in communities where citizens are resistant or hesitant to accept or volunteer for leadership positions.

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 Citizenship and Leadership focused on here are: Civic Engagement (informed decision making), Service Learning, Civic Education (personal roles and responsibilities), and Leadership.

Research by Torney-Purta, Barber, Wilkenfeld and Homana (2008) indicates that the largest cluster of students based on attitudinal profiles of civic life skills are "indifferent," meaning they are willing to practice citizenship only minimally.

Research also indicates that building community leadership capacity is critical to community viability and sustainability (Flora and Flora, 2008; Green & Haines, 2008). Youth who are connected and invested in their local community are more likely to connect to their community as adults. Youth engaged in community projects are also less likely to be involved with destructive community behaviors.

Youth learn community service and civic engagement from the adults in their lives. Adults should also be trained and given the tools to become more civically engaged so that they appropriately model the desired behavior to youth. Youth can also provide a positive example and training to adults on being more civic minded.

Citizenship is interwoven into learning experiences through opportunities to engage with the community and through building relationship with both youth and adults from diverse backgrounds. By engaging youth in citizenship and leadership, we are preparing them to take on leadership roles in their communities as adults and to be contributing community members.

## Public Value

When you support K-State Research and Extension Citizenship and Leadership Development programming, participants learn how to be better leaders, increase their effectiveness on community boards and committees, and increase citizen involvement across the whole community. This results in greater civic engagement by a more diverse group of community members, to the benefit of all residents through increasing the community's economic and social viability.

## Outputs

Participants: 4-H and other school-aged youth

Activities:

- Citizenship in Action-paging for state legislators, visiting county/city commission meetings
- Train KSRE staff to effectively use Citizenship and Leadership Common Measures
- Other out-of-county events and project opportunities like Discovery Days, 4-H Camp, Campference, KYLF, project opportunities, exchange trips, Kansas State Fair
- Roles within the club assisting younger members with projects, public speaking, mentoring younger/new families
- Judging Contests
- International 4-H Youth Exchange (IFYE) and other 4-H International Exchange Programs
- Service Learning Projects and Activities
- 45 minute lesson plans in the areas of:
  - Service learning
  - Local community
  - Camping
  - Global citizenship

## Short-Term (Knowledge)

- Increase knowledge about local and state government
- Increase experiences by serving in leadership roles
- Increase knowledge by participating in out-of-county events
- Learn the process of decision making in a judging contest where youth learn to choose the best solution to a problem and develop/prioritize options.
- Gain knowledge of international opportunities and increase cross-cultural and global competencies

### Indicators or Target Indicators:

- Number/percent of youth who agree or strongly agree with the following statements:
  - I enjoyed learning about people who are different from me
  - I can make a difference in my community through community service
  - I help make sure everyone gets an opportunity to say what they think
  - I can apply knowledge in ways that solve “real-life” problems through community service
  - I gained skills through serving my community that will help me in the future
  - I treat everyone fairly and equally when I am in charge of a group
  - I understand the importance of civic and social responsibilities as they relate to the development of better citizens and leaders.
- Number/percent of youth who answer definitely or maybe to the following statements:
  - I plan to work on projects to better my community
  - I am encouraged to volunteer more

## Medium-Term (Behavior)

- Develop leadership skills and enhance one’s own personal development, including personal ethics, character, leadership and public speaking, by assuming leadership roles of teaching and helping others.
- Exchange ideas, practice respect, and form friendships with other 4-H’ers from across the state with diverse backgrounds.
- Actively participate in thoughtfully organized service that is conducted, using the experiential learning model, and meets the needs of a community; i.e., Service Learning.
- Use and act on their decision-making and reasoning skills.
- Participate in international experiences through IFYE and other international exchanges - host, travel ,or interact with exchange delegates in their community
- Lead and coordinate service learning opportunities within their local club, community, county, project; i.e.; leading a class making sacks for soldiers, creating care packages for military service-people.

### Indicators or Target Indicators:

Number/percent of youth who agree or strongly agree with the following statements:

- I pay attention to news events that affect my community
- I am aware of the important needs in my community
- I really care about my community
- I talk to my friends about issues affecting my community, state, or world
- I’m interested in others’ opinions about public issues
- I listen to everyone’s views whether I agree or not
- When I hear about an issue, I try to figure out if they are just telling one side of the story
- I explore cultural differences
- I value learning about other cultures
- I respect people from different cultures
- I have learned about people who are different from me
- I can make a difference in my community through community service, can apply knowledge in ways that solve “real-life” problems through community service
- I gained skills through serving my community that will help me in the future
- I treat everyone fairly and equally when I am in charge of a group
- I am able to lead a group in making a decision
- I provide leadership for citizenship and service projects, initiating service
- Upon reaching age 18, I will complete the voter registration process.
- I help make sure everyone gets an opportunity to say what they think

## Long-Term (Change in Condition)

- Youth/young adults are active volunteers
- Youth/young adults take an active leadership role in the local community/community organizations

Indicators or Target Indicators:

Number/percent of youth who answer definitely or maybe to the following statements:

- I would enjoy hosting someone from another culture
- I can contact someone I've never met before to get their help with a problem
- I plan to work on projects to better my community
- I am encouraged to volunteer more
- After high school I will continue to work to better my community
- I am interested in a career that helps others
- I am interested in working in government (such as school board, Director of parks and rec, legislator, legislative aide, intern)

Evaluation Question/Measurement Instrument Sources:

- 4-H Common Measures 8th – 12th Grade Citizenship Items (Edition 2013)
- 4-H Common Measures 4th – 7th Grade Citizenship Items (Edition 2013)
- "Citizenship in Action Evaluation" (Keatley & Gerhard, 2012)