**Logic Model Program:** American Indian/Alaska Native Champion Group of AEBC of 4-H PLWG

**Situation:** The current (2022) 4-H youth and adult volunteer population does not reflect the demographics of the communities our organization serves. Education and information about inclusive strategy and practice for working with youth, adults, and communities in Indian Country is necessary to engage Indigenous audiences deserving of a quality 4-H experience. Equitable program access, relevance, and adaptation is required to provide Native youth with a positive youth development experience - just as other youth and adult volunteers have benefited for over 100 years.

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Outputs</th>
<th>Outcomes (Impacts)</th>
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<tbody>
<tr>
<td><strong>Activities</strong></td>
<td><strong>Outputs</strong></td>
<td><strong>Short</strong></td>
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<td><strong>Cultivating Support and Success for AI/AN Champion Group</strong></td>
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<td>Youth speak and be able to “speak the truth” in AEBC Champions Groups and 4-H programming as a whole. A county, state, and national 4-H mindset that youth should be supported and empowered to create and contribute to their own program content and context. Support from National 4-H Council - e.g. support in development of tools and best practices, provide a venue/support in sharing and distributing information and building awareness.</td>
<td>Recruit youth members experienced in program delivery and participation to be part of AI/AN champion youth advisory group. Expand membership of the AI/AN Champion’s Group to include members from States outside of the Western Region, as well specifically focus on recruiting members who serve urban Indigenous populations.</td>
<td>Professionals understand the importance of identity inclusion and incorporate youth experienced in program delivery as advisors and peer mentors to increase youth impacts and voice in the working group. Support youth in gaining leadership skills and finding their voice. Elevate Indigenous youth voices across multiple platforms and increase visibility through 4-H outlets - e.g. Program Leaders Working Group (PLWG) website, extension websites, social media, 4-H marketing/press kit. Increased participation in national committees to include representation from 4-H professionals serving youth in non-Western states and/or urban Indigenous populations.</td>
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<td>Literature/resource review</td>
<td>Journal articles/peer reviewed publications</td>
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<td>Curriculum evaluation, development, and adaptation</td>
<td>Gray Literature and curriculum tools</td>
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<td>Census of active programming serving Indigenous populations. Development of language about community-based participatory practices (CBPP), especially in Indian Country and other Indigenous communities. Review/program evaluation of FIREFTEP/efforts within First Nation communities.</td>
<td>Comprehensive database of information about 4-H programs in Indian Country. Publication of CBPP for AI/AN programming. Develop support/training tools for county level. Broader understanding and accepted methodology at state and national levels of identity inclusion, and best practices/common metrics of success for assessing and adapting programming models to create greater program relevance and identity.</td>
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<td>Review/program evaluation of FIREFTEP efforts within First Nation communities. Review/program evaluation of Cooperative Extension efforts within Indian Country and Indigenous communities.</td>
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Institutional/Organizational Adaptation and Development

Integrate experience and practical expertise from multi-state Extension 4-H programs

Contact state 4-H leaders and FRTEP Agents to find out what kind of 4-H work is being done in their communities.

Language of development and historical trauma among AVAN populations and how this affects work in IC.

Engage students in Cooperative Extension programs and service to Indigenous communities and First Nations. Develop state program level support and a sense of urgency/importance for AVAN youth.

Performance of a systematic review of all 4-H curriculum and program for identification of harmful, outdated, or mischaracterized references to Indigenous culture.

Develop training for all 4-H professionals, volunteers to educate about the devastation and isolation of assimilation policies within states and create a welcoming environment.

Publish FAQs, White papers, and Journal articles to promote understanding, promoting, and integrating these as core program elements.

Adopting existing assessment tools to include meaningful participation of Indigenous youth and adults.

Program designers, event committees etc. actively take steps in program design to emphasize different/unique cultures.

Increased organizational awareness and understanding of Indigenous Communities and how that differs from County-based Extension for youth development programs.

The AVAN Committee will develop resources and products to inform 4-H professionals how to better serve Indigenous communities.

Increased number of 4-H volunteers who are a part of Indigenous Communities.

There is evidence of long term, consistent integration of youth voices within the 4-H mission. Evidence should be multifaceted through both quantitative and qualitative means through participation data, personal testimonials, and products of participation (i.e., publications, branding, media products, etc.)

IC membership on legitimate youth teams, celebration of accomplishments, increased friendships, opportunities for leadership roles, and recognition of Indigenous culture and identity will be more visible to the 4-H community and majority populations.

Increased number of 4-H volunteers who are a part of Indigenous Communities.

Program content and delivery is created/co-created by Indigenous participants (volunteers and youth members).

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Multi-generational buy in and support of 4-H youth development programming.

Program leaders better represent youth members, youth and adults feel safer and the context promotes belonging.

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