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.

Inputs	Outputs		Outcomes (Impacts)		
	Activities	Outputs	Short	Medium	Long
Cultivating Support and Success for AI/AN Champion Group Youth spark and ability to "drive the bus" 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 context and content. 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 tooling Cultivate/foster support from supportive organizations, e.g. Native American Agriculture Fund, US Department of Agriculture, National Institute of Food and Agriculture, Indian Land Tenure Foundation, Federally Recognized Tribal Extension Program (FRTEP), National Institutes of Health, National Congress of American Indians, Indian Nations Conservation Alliance, Indian Agriculture Council, etc.	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.	The addition of 1-2 Indigenous youth members or recent alumni as members to the AI/AN champion group. Addition of 1-4 members from States outside of the Western Region, as well specifically focus on recruiting members who serve urban Indigenous populations to be part of the working group. National train the trainer/workshops to share and, establish and familiarize practitioners with best practices and tools to support Indigenous inclusion.	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 representation 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.	Maintain and diversify Indigenous youth representation/participation in the working group, elevate Indigenous youth voices across multiple platforms. Youth driven initiatives/projects in line with the AI/AN Champion Group Mission Youth publication/co-authorship in the gray/professional literature Group products are broadly recognized as academically and intellectually relevant. Committee member institutions equate the Champion Group's products as academically relevant.	Create a culture of diverse champion's participation in decision making, planning, and development of 4-H Programs AI/AN Champion Group is recognized as an excellent source for best practices and academic products in support of Indigenous inclusion in Positive Youth Development.
Utilize existing resources to strategically understand community needs and guide AI/AN Working Group efforts. Existing research and peer reviewed publications focused on theoretical and applied inclusion efforts. Existing county, state, national, Institutional, and other relevant needs assessments. Assessment tools, design concepts, and best practices for Positive Youth Development practitioners.	Literature/resource review Curriculum evaluation, development, and adaptation 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 FRTEP efforts within First Nation communities Review/program evaluation of Cooperative Extension efforts within Indian Country and Indigenous communities	Journal articles/peer reviewed publications Gray literature and curriculum tools 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	PYD practitioners research "what is PYD for AI/AN in Indian Country/Indigenous communities?" to more effectively impact communities they serve. Broaden academic literature - characterize the state of PYD work within Indigenous communities. Integrate perspectives/needs assessment from practitioners serving Indian Country or other Indigenous communities - e.g. FRTEP agents Integrate unifying philosophies of Identity inclusion across youth development work in Extension. Deliver professional development and training opportunities for 4-H professionals to develop broader cultural competencies, particularly with AI/AN communities they may not directly serve.	Evidence based programming for Indigenous communities Broaden academic literature - share successes and failures, document themes of success within Indigenous PYD initiatives. Greater numbers of accepted publications (i.e. representation) within 4-H related academic journals that include topics highlighting Indigenous youth and communities.	4-H professionals throughout the country will be better equipped and trained to support programmatic efforts to serve Indigenous people. 4-H professionals will have a framework to plan and design high quality programs for Indigenous people. 4-H professionals will evaluate programs for cultural/identity relevance regularly and adapt/adjust efforts as needed. 4-H Programs will be evaluated in metrics that are informative and valuable to Indigenous communities.

Institutional/Organizational Adaptation and Reform Integrate experience and practical expertise from multiple state Extension 4-H programs Transparency/promotion from committee membership with institutional leadership and peers, i.e. active participation from AI/AN Champion Group membership. Existing networks intra- and inter-institution. Existing inclusion oriented resources, mandates, expectations, and policies. County, state, and national mission statements and goals in Extension, 4-H, states, and universities.	Contact state 4-H leaders and FRTEP Agents to find out what kind of AI/AN work is being done in their communities Development of language about generational and historical trauma among AI/AN populations and how this affects work in IC. Engage directorship in Cooperative Extension and FRTEP, review Extension Program activities and service to Indigenous communities and First Nations. Develop state program level support and a sense of urgency/importance for AI/AN committee work. Cultivate a sense of priority for the Champion group's work. Perform a systematic review of all 4-H curriculum and programs for identification of harmful, outdated, or romanticized references to Indigenous culture. Develop training for all 4-H professionals, volunteers to educate about the devastation and isolation of assimilation policies within organizations in an effort to create a more welcoming environment. Develop/improve FRTEP - Cooperative Extension relationships and collaborations Utilizing websites as a platform for examples of work promoting Indigenous pride and sovereignty. Providing diverse/accessible venues for information and resources.	Identification of states that are involved in AI/AN work and what they are doing (programs) including urban Indian populations. Recommendation to Extension Committee on Organization and Policy (ECOP) and PLWG that CBPP language is included in all 4-H programming. Recommendation to ECOP and PLWG to update Professional Research, Knowledge, and Competencies (PRKC) and Volunteer Research, Knowledge, and Competencies (VRKC) language to include information about generational and historical trauma among AI/AN populations. Event participation and recruitment strategies will become improved to better serve Indigenous peoples. Review/assess Extension efforts in youth development and highlight Indigenous community needs specific to the organizations that serve them. Develop support/training tools for Administrators/Directors	Increased organizational awareness and understanding of Extension in Indigenous Communities and how that differs from County-based Extension for youth development The AI/AN Committee will develop resources and products to inform 4-H professionals how to better serve Indigenous Communities. County level educators are supported by their own Universities in addition support from National 4-H 4-H professionals will be supported to document their experiences in providing programs to Indigenous youth and communities in an effort to generate knowledge and best practice.	4-H programs, policies, procedures, and best practices that include CBPP language and information about generational and historical trauma in Indian Country and the way this affects work in IC. Professional networking/streamlining of inter-professional/institution communication will increase efficiency of communication and productive relationships among tribes, Extension, and federal agencies.	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 testimonies, and products of participation (i.e., publications, branding, media products, etc.) A 4-H population (youth, volunteers, and leadership) that reflects the national AI/AN demographics (6 percent of the population). Indigenous youth and volunteers will be visible leaders within Local, State, and National 4-H Programs Long-term outcomes for 4-H youth include metrics of success such as economic stability, but are also inclusive of cultural themes that are important to respective Indigenous Communities such as language preservation. Building/maintaining trust between Indigenous communities Equitable sharing and celebration of Indigenous identities at the local, state, and national levels, through all potential existing venues (e.g. county social media, National 4-H website/4-H mall, stock kit) Shift event planning from a "minority adapts" philosophy to 'majority adapts' - 4-H culture and majority populations shift to better communicate with/create a sense of belonging for Indigenous youth. Program designers, event committees etc. Seamless cooperation between Tribal Extension Programs and LGU Cooperative Extension programs. Connectivity and productive relationships between Faculty (inter/intra university). Connectivity and productivity between state programs. actively take steps in program design to empathize with different/unique members.
Program and Individual Success; Youth Belonging and Thriving Indigenous communities desire to self-determine/be represented within programming design, development, and delivery. National, state, and county 4-H community desire and mandate to create inclusive spaces for celebration of Indigenious cultures	Training on understanding and embracing cultural and identity differences will be provided to 4-H youth, volunteers, and staff. The AI/AN Champion group highlights cultural metrics of success and supports practitioners in understanding, promoting, and integrating these as core program elements. The working group will develop and share tools that enable 4-H professionals to evaluate and assess their program for identity inclusion and cultural relevance. Centralize, interpret, adapt, and disseminate diverse philosophical, intellectual, and applied approaches towards creating/fostering identity and cultural inclusion, staff competence and humility, and Indigenous-relevant programing. Adapting existing assessment tools to include Indigenous identity inclusion and cultural relevance. Publish FAQs, White papers, and Journal articles broadly sharing assessment tooling and best practices for assessment, program design, and identity relevance as a part of the 4-H culture. Program design and implementation creates a 'partial vacuum' where participant identity is welcomed as a core part of the program.	Program leaders better represent youth members, youth and adults feel safer and the context promotes belonging. Program content and delivery is created/co-created by Indigenous participants (volunteers and youth members). Identify culturally relevant content to promote safety and belonging in program context. Participants and adult volunteers have input and co-create program spaces, i.e.the creation of program space that is relevant to their community. IMeaningful participation of Indigenous youth and adults within all 4-H events and committees in the role of planning, design, and implementation. Youth and adults from other cultural backgrounds will become exposed to Indigenous perspectives. Active co-participation will encourage a culture of inclusion welcoming of 4-H members and adults from all backgrounds. Professionals develop curriculum and are cognizant of cultural and historical information. Standardized onboarding and training processes for professionals include and encourage study of cultural and historical information. Indigenous presence within planning and implementation efforts for curricula, events, etc. Native cultures have an influence on the space/representation of 4-H culture.	Increased number of 4-H volunteers who are a part of Indegenous Communities. 4-H events will have greater participation of Indigenous youth and adults. 4-H events will become more welcoming for ALL members and adults. Programming integrates culture and identity, Youth and families participate in defining programming context Metrics of program success integrate Indigenous identity, design and development reflects on cultural relevance. Qualitative and quantitative assessments, evaluations, surveys, etc. are explored as a means to empower Indigenous voice within 4-H	Increased number of 4-H volunteers who are a part of Indegenous Communities. Indigenous communities have greater self-determination in the design, development and delivery of 4-H programs within their communities Recognition of Indigenous culture and identity will be apparent within state and national 4-H programs including leaders, staff, and alumni who identify as Indigenous. 4-H professionals will create learning environments where Indigenous participants will experience meaningful instances of belonging through their participation in 4-H including increased friendships, opportunities for leadership roles, membership on legitimate youth teams, celebration of successes that are inclusive of metrics that are important to them.	Increased number of 4-H volunteers who are a part of Indegenous 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 testimonies, and products of participation (i.e., publications, branding, media products, etc.) A 4-H population (youth, volunteers, and leadership) that reflects the national AI/AN demographics (6 percent of the population). Multi-generational buy in and support of 4-H youth development programming. Program designers, event committees etc. actively take steps in program design to empathize with Indiigenous youth, volunteers and staff 4-H culture and dominant populations strengthen communication with indigenous youth, families and communities to foster a sense of belonging for Indigenous youth. There is evidence of long term, consistent integration of AI/AN youth voices within the 4-H mission. Evidence should be multifaceted through both quantitative and qualitative means through participation data, personal testimonies, and products of participation (i.e., publications, branding, media products, etc.)