

Southern Region Science, Engineering, and Technology (SET) Logic Model

Situation: The Southern Region faces increasing problems with environmental issues and increased opportunities to redefine its agricultural roots in an increasingly technological society.

INPUTS	OUTPUTS		OUTCOMES – IMPACT		
	Activities	Participation	Short	Medium	Longer term
<p>Collaborations among Southern Region 4-H programs</p> <p>Multi-state grants to support multi-state programming and impact evaluation</p> <p>Partnerships with industry and other youth servicing agencies</p> <p>Existing SET curricula</p>	<p>Develop science-based curricula and educational kits</p> <p>Develop Faculty/Volunteer training</p> <p>Conduct SET programs through camps, school enrichment, project club programs, and service-learning projects.</p>	<p>Youth</p> <p>Volunteers</p> <p>Extension Field Faculty</p>	<p>Learn the steps of the scientific method</p> <p>Increase knowledge of SET concepts (robotics, rocketry, GPS/GIS, energy/electricity, electronics, and principles of ecology)</p> <p>Increase awareness of how actions affect the environment, of SET career opportunities, and of uses of biotechnology</p> <p>Develop a more positive attitude toward science</p>	<p>Use the scientific method to address SET problems</p> <p>Use skills in planning, organizing, problem-solving, decision-making, goal setting and teamwork to address SET problems</p> <p>Feel empowered to make a difference in SET.</p> <p>Feel competent using SET skills</p>	<p>Increased capacity to create innovative solutions for complex social problems through science, engineering and technology</p> <p>Increased ability to think critically</p> <p>Increased environmental stewardship and advocacy</p> <p>Increased ability to solve difficult environmental problems</p> <p>Increased capacity to make career choices (both SET-related and other)</p> <p>Increased application of science literacy skills in the workforce</p>

ASSUMPTIONS	EXTERNAL FACTORS