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| County Emphasis |  |

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| [Concentration](https://extension.ca.uky.edu/2025-situation-statements)*(select up to 4 from list below or the linked website)* | Work and Life Skill Development |

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| [Situation](https://extension.ca.uky.edu/2025-situation-statements)*(situation statements can be found at the linked website)* | Kentucky household income statistics are concerning, with the median household income in Kentucky on a downward trend (i.e., approximately $55,100, which is 74% of the U.S. median income). Most alarming, it is estimated that nearly 62% of Kentucky households do not generate sufficient income to meet living wage standards given the state’s average cost of living. The Kentucky Center for Business and Economic Research (2024) projects that, “a key for Kentucky’s future economic growth is to identify and successfully implement programs that increase the employment-population ratio, particularly for working-age adults.” The University of Kentucky Cooperative Extension Service (CES) is committed to improving the work and life skill development of adults across the Commonwealth by offering programming designed to increase the human capital of constituents. This includes providing education and training on topics such as workforce preparation, job readiness, financial literacy, soft skills, and professionalism, among others.In a 2023 University of Kentucky Cooperative Extension Community Needs Assessment, with nearly 28,000 responses from across the state, Building Employee Soft Skills (e.g., communication, productivity, and teamwork skills) and Building Life Skills of Community Members were among the top ten Individual and Family Development Needs reported by Kentuckians.Youth FocusAmerica’s future hinges on a prepared workforce and engaged communities collaborating to tackle society’s most pressing challenges. As of 2024, there are 2,465,949 job openings in Kentucky and nationwide there are 10 million unfilled jobs. Fasted growing jobs are in the fields of vocational education and higher education teachers, agriculture professionals, and digitally enabled roles: ecommerce specialists, digital transformation specialists, and digital marketing professionals (World Economic Forum, 2023). 85% of the jobs that will exist in 2030 haven’t been invented yet (Dell Technologies, 2019). 77% of employers say focus less on traditional school subjects, more on real-world skills (Kauffman Foundation, 2021). Skills like analytical thinking, creative thinking, resilience, flexibility, adaptability are key (World Economic Forum, 2023). According to the National 4-H Index Study 2024, 80% explored career options, 50% received guidance for college decisions, and 95% reported 4-H helped them identify things they were good at. To ensure a sustainable society, it is crucial that our youth are equipped to fill these positions. The University of Kentucky Cooperative Extension System Community Needs Assessment (2023) has identified key priority issues related to life skill development for young people. These priorities include youth life skill training opportunities, youth workforce readiness, and maximizing youth voice in matters that directly impact them. Empowering our youth to actively participate in addressing societal issues is essential for a thriving future. |

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| County Situation |  |

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| Long-term Outcomes | Adult* Increased human capital among Kentuckians
* Decrease in state unemployment rates
* Improved quality of workforce

Youth* Youth will demonstrate necessary leadership, teamwork, and communication skills needed to be successful in the workplace.
* Youth participation in community involvement increases.
* Youth will serve in leadership roles in their community.
* Youth will more effectively communicate, work with others, and contribute to driving change and shaping the future.
* Youth will become engaged, healthy, and productive members of their communities.
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| Medium-termOutcomes | Adult* Increased implementation of employability strategies/skills
* Increased salary/income
* Increased employment

Youth* Youth will practice teamwork, responsibility, communication, conflict resolution techniques, and problem-solving skills.
* Youth will plan and implement a service project.
* Youth will choose to take on leadership roles in their community.
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| Short-term Outcomes | AdultStrengthening work and life skills, including but not limited to, developing workforce development skills, employability and interpersonal skills, and work-life management strategies.* Developed skills related to workforce development
* Improved employability and interpersonal skills
* Increased confidence to implement employability strategies
* Developed strategies for maintaining a health work-life balance

Youth* Youth identify personal strengths that contribute to life and work skill development.
* Increased knowledge of career pathways.
* Increased knowledge of educational, training, and certification opportunities.
* Youth will practice civic engagement, leadership and communication skills.
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Learning Opportunities

Adult

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| Audience | Individuals, Families, Employees |
| Project or Activity | Development of Time Management Skills |
| Content or Curriculum | *Time Well Spent: Productivity Skills for Success* curriculum; publications, newsletters; Leader Lessons; podcasts; etc. |
| Inputs | Programmatic materials, paid staff, volunteers, community partners, non-profit organizations, schools, Chamber of Commerce, businesses, etc. |
| Date(s) | Ongoing |

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| Audience | Individuals, Families, Employees |
| Project or Activity | Development of Employability Skills |
| Content or Curriculum | *Positive Employability*; *Preparing for Financial Success* curriculum; publications, newsletters (e.g., *MONEYWI$E*); Job Club; podcasts; *PROFIT*; *Recovering Your Finances* curriculum; *OneOp*; *Enhancing Essential Skills Through the Arts* curriculum and lessons, *Artist Studio Guide* lessons, publications |
| Inputs | Programmatic materials, paid staff, volunteers, community partners, non-profit organizations, schools, Court system, community centers, etc. |
| Date(s) | Ongoing |

Youth

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| Audience | 4-Hers, Extension Professionals, Clientele |
| Project or Activity | 4-H Core Program Areas (Leadership, Agriculture, Natural Resources, Communcation and Expressive Arts, Science, Engineering and Technology, Health and Wellbeing, and Family Consumer Sciences), 4-H Camp, Cloverbud, Volunteerism |
| Content or Curriculum | Approved Kentucky 4-H Curriculum by Core Program Area or Area of Interest |
| Inputs | These programs are supported by the research base of the Cooperative Extension Land-grant system, funding from the Kentucky 4-H Foundation, Inc., local, state, and federal sources, grants, and the engagement of volunteers, youth, communities, and external stakeholders. |
| Date(s) | Program Year |

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| Audience | 4-Hers, Extension Professionals, Clientele |
| Project or Activity | 4-H Resume, Cover Letter, and Interview Skills Program (Club/Group/Individual) |
| Content or Curriculum | Kentucky 4-H Work & Life Readiness Lessons, 4-H Build Your Future, Work Ready Life Skills, and Leap into Careers. |
| Inputs | These programs are supported by the research base of the Cooperative Extension Land-grant system, funding from the Kentucky 4-H Foundation, Inc., local, state, and federal sources, grants, and the engagement of volunteers, youth, communities, and external stakeholders such as civic groups. Focus is on Grades 8-12. |
| Date(s) | Program Year |

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| Audience | 4-Hers, Extension Professionals, Clientele |
| Project or Activity | 4-H Life and Work Readiness (Club/Group/Individual) |
| Content or Curriculum | Kentucky 4-H Work & Life Readiness Lessons, 4-H Build Your Future, Work Ready Life Skills, and Leap into Careers |
| Inputs | These programs are supported by the research base of the Cooperative Extension Land-grant system, funding from the Kentucky 4-H Foundation, Inc., local, state, and federal sources, grants, and the engagement of volunteers, youth, communities, and external stakeholders such as civic groups. Focus is on Grades 4-12. |
| Date(s) | Program Year |

Evaluation

Adult

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| Outcome | Developed skills related to workforce development (initial) |
| Indicator | Number of individuals who reported learning new skills to prepare or improved themselves for the workforce as a result of participating in an Extension workforce development program/outreach |
| Method | Self-reported surveys |
| Timeline | Post-program/curricula survey administration |

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| Outcome | Improved employability and/or interpersonal skills (e.g., job interview skills, communication, networking, time management) (initial) |
| Indicator | (1) Number of participants who reported improvement in job interview skills; (2) Number of participants who reported improvement in personal skills. |
| Method | Self-reported surveys |
| Timeline | Post-program/curricula survey administration or follow-up evaluation |

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| Outcome | Increased confidence to implement employability strategies (initial) |
| Indicator | Number of participants who reported improvement in their confidence to implement employment strategies as a result of participation. |
| Method | Self-reported surveys |
| Timeline | Post-program/curricula survey administration |

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| Outcome | Developed strategies for work-life management (initial) |
| Indicator | Number of participants who reported that they learned strategies for managing their work-life responsibilities as a result of participating in an Extension workforce development program/outreach |
| Method | Self-reported surveys |
| Timeline | Post-program/curricula survey administration |

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| Outcome | *Implementation* of employability strategies/skills (intermediate) |
| Indicator | Number of participants who developed a resume as a result of participating in an Extension workforce development program/outreach. |
| Method | Self-reported surveys |
| Timeline | Repeated self-reported surveys and/or follow-up evaluations to capture action/behavior change over time. |

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| Outcome | Increased *salary/income/employment* (intermediate) |
| Indicator | (1) Number of participants who gained an increase in salary/income as a result of participating in an Extension workforce development program/outreach; (2) Number of participants who gained new employment as a result of participating in an Extension workforce development program/outreach |
| Method | Documentation (direct report, repeated survey) or interviews |
| Timeline | Ongoing/as changes are made and project progress |

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| Outcome | Increased practical skills in trades and craft-based industries (initial) |
| Indicator | Number of participants reporting gaining a new skill through hands-on instruction or workshops in trades or craft-based skills (e.g. woodworking, painting, metalworking, hand-building). |
| Method | Self-reported surveys collected immediately after workshop participation. |
| Timeline | Post-program survey administration with optional 6 months follow up to assess skill application |

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| Outcome | Short term |
| Indicator | * Number of youth who reported learning new skills to prepare or improve themselves for the workforce as a result of participating in an Extension workforce development program/outreach.
* Number of youth who reported that they improved their job interview skills as a result of participating in an Extension workforce development program/outreach.
* Number of youth who reported an improvement in their personal skills (e.g., communication, networking, time management) as a result of participating in an Extension workforce development program/outreach.
* Number of youth who reported improvement in their confidence to implement employment strategies as a result of participating in an Extension workforce development program/outreach.
* Number of youth who reported that they learned strategies for managing their work-life responsibilities as a result of participating in an Extension workforce development program/outreach.
* Number of youth who reported expressing their thoughts or opinions.
* Number of youth who reported using information to communicate with others.
* Number of youth who reported demonstrating a skill they have learned.
* Number of youth who reported serving in a leadership role.
* Number of youth who reported working in a team / group to accomplish a common task or goal.
* Number of youth who reported realizing how my actions impact others.
* Number of youth reporting identifying the needs of others in their community.
* Number of youth who reported participating in a service activity (community service, service learning, personal service to others).
* Number of youth who reported recognizing leaders in their community or area of interest.
* Number of volunteers who taught youth to express their thoughts or opinions.
* Number of volunteers who taught youth how to use information to communicate with others.
* Number of volunteers who provided opportunities for youth to demonstrate a skill they learned.
* Number of volunteers who provided opportunities for youth to serve in a leadership role.
* Number of volunteers who facilitated experiences for youth to work in a team/group to accomplish a common task or goal.
* Number of volunteers who helped youth understand how their actions impact others.
* Number of volunteers who facilitated the identification of the needs of others in their community.
* Number of volunteers who coordinated service activities (community service, service learning, personal service to others).
* Number of volunteers who taught youth to recognize leaders in their community or area of interest.
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| Method | Standard Evaluation |
| Timeline | Immediately post program (6+ hours)  |

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| Outcome | Medium Term |
| Indicator | * Number of youth who developed a resume as a result of participating in an Extension workforce development program/outreach.
* Number of youth who gained an increase in salary/income as a result of participating in an Extension workforce development program/outreach.
* Number of youth who gained new employment as a result of participating in an Extension workforce development program/outreach.
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| Method | Survey |
| Timeline | End of program year |

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| Outcome | Long Term |
| Indicator | Long-term evaluation will be conducted using the National 4-H Index Study. |
| Method | Survey or Interview |
| Timeline | 1+ years |

Data Sources (select any/all that apply)

 Extension Community Needs Assessment – Data Dashboard

 Extension Community Needs Assessment – Respondent Comment Summaries

 Kentucky by the Numbers – Secondary Data for the Community Needs Assessment

 Kentucky by the Numbers Data Profiles

 CEDIK County Data Profiles

**Concentrations (select up to 4 – copy and paste your selection in the concentration section above)**

Animal Production and Management

Plant Production and Management

Sustainability, Natural Resources and Wildlife Management, and Environment

Financial Security and Economic Well-Being

Food Safety, Quality, and Access

Connected & Resilient Communities

Building Leadership Capacity

Work and Life Skill Development

Health and Wellbeing

Family and Youth Development

Small Farm Development

Substance Use Prevention and Recovery

Mental Health and Well-Being