

Youth Voices in Community Action and Governance

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V(A). Planned Program (Summary)

1. Name of the Planned Program

Youth Voices in Community Action and Governance

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

| KA Code | Knowledge Area | %1862 Extension | %1890 Extension | %1862 Research | %1890 Research |
|---------|-------------------|-----------------|-----------------|----------------|----------------|
| 806 | Youth Development | 100% | | | |
| | Total | 100% | | | |

V(C). Planned Program (Inputs)

1. Actual amount of professional FTE/SYs expended this Program

| Year: 2007 | Extension | | Research | |
|---------------|-----------|------|----------|------|
| | 1862 | 1890 | 1862 | 1890 |
| Plan | 10.0 | 0.0 | 0.0 | 0.0 |
| Actual | 12.0 | 0.0 | 0.0 | 0.0 |

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

| Extension | | Research | |
|-------------------------------|----------------|----------------|----------------|
| Smith-Lever 3b & 3c 724487 | 1890 Extension | Hatch | Evans-Allen |
| | 0 | 0 | 0 |
| 1862 Matching 724487 | 1890 Matching | 1862 Matching | 1890 Matching |
| | 0 | 0 | 0 |
| 1862 All Other | 1890 All Other | 1862 All Other | 1890 All Other |
| 0 | 0 | 0 | 0 |

V(D). Planned Program (Activity)

1. Brief description of the Activity

Campus and county faculty Provide training to youth and adults; Develop toolkits, curricula and resources in support of youth governance and community action;

Training youth and adults: The statewide Youth Voices in Community Action and Governance Team provides research-based training, educational resources and experiences with participatory democracy and juvenile justice, engaging youth in community decision-making and community governance, working with elected officials to establish youth positions on public boards, councils, and teen courts, and training adults on effectively working with youth as partners. Youth gain understanding of how decisions are made and develop skills to plan, organize and communicate effectively.

In Teen Court, trained middle and high school jurors hear cases of other school-age youth cited for first time misdemeanors such as shoplifting, truancy or vandalism. Each volunteer attends trainings to identify and practice respectful, non-confrontational questioning techniques that clarify the situation. In a 2005 survey, extension-supported Teen Courts reported 560 youth volunteers trained as jurors and 89 adult volunteers trained as supervisors. For example, Columbia County youth development educator Karen Nelson has taught team building and effective questioning since 2004. Trained teen court volunteers in turn train their inexperienced peers. Through this train-the-trainer approach, new volunteers including former juvenile offenders learn the importance of their role directly from youth already participating.

Developing toolkits, curricula and resources in support of youth governance and community action: A research team — graduate student Julie Petrokubi (UW-Madison), state evaluation specialist Matt Calvert and county youth development educators Connie Abert (Waupaca), Deb Jones (Jackson), and Debbie Moellendorf (Lincoln) —conducted case studies of youth-adult partnerships. To learn how groups are effective in making the transition from adult governance to youth-adult partnerships in governance, researchers visited each county site twice, conducted youth and adult focus groups, interviewed staff and key stakeholders, and observed meetings. Staff reports, researcher observations, and a post-training workshop survey measured learning and community change.

Extension colleagues and other youth professionals are using the Wisconsin Youth-Adult partnership Study summary report and tools for building effective youth-adult partnerships, including key stakeholders to engage in innovation, management goals and strategies, and identifying leverage points for change — underlying organizational and community conditions that can serve as either barriers or supports, such as self-interest, personal experience, collective story, champions, social networks, role identification, infrastructure, knowledge and practice. A framework and implications for more strategic program development were shared with state colleagues through district workshops and at the 2006 National 4-H Agents Association Conference.

2. Brief description of the target audience

The Youth Voices in Community Action and Governance Team provides research-based education, resources and capacity-building support to youth and adult volunteers. During 2007, 49,635 Wisconsin youth enrolled in 4-H Citizenship and Civic Education, Personal Development and Leadership programs. Of the 5,851 adults reached through direct teaching methods in 2007, less than 1% (56) identified as Latino/a, who may be of any race. The 2,393 volunteers trained made additional teaching contacts.

Youth and adult volunteers work together in positions of shared responsibility, making decisions and taking actions to strengthen communities, organizations, coalitions and programs. Youth include middle and high school students trained to serve in Teen Courts hearing misdemeanor cases of their peers, on junior fair boards, dairy and exhibits committees, 4-H boards of directors, 4-H leader councils, school board committees, 4-H after-school program steering committees, community service, trails, triathlon and other city council committees, county boards of supervisors, tobacco-free, nutrition, activity and grassroots community action coalitions such as the multi-county Superior Days.

Community partners include coalitions and government bodies that create meaningful roles for young people in making decisions and sharing governance with adults, such as 4-H clubs and groups, 4-H after-school programs, 4-H leader boards, steering committees and advisory groups, Future Farmers of America, schools, school boards and school districts, city councils, police and sheriff departments, county fair boards and boards of supervisors, service groups, non-profit organizations that provide volunteer positions for youth, and the 120-member agency coalition Youth as Partners in Civic Leadership.

UW-Extension colleagues include 4-H youth development, state and national family living, community resource development and agriculture campus and county educators, 4-H program advisors in Wisconsin and nationwide.

Educational partners include the Wisconsin Association of County Extension Committees (WACEC), National Youth in Governance Initiative, Wisconsin and National Association of Youth Courts, county juvenile courts and juvenile justice committees, county and tribal health departments, and the 8-county Superior Days coalition. County 4-H Leader Boards also foster youth-adult partnerships, setting direction for 4-H education such as the new 4-H after-school programs.

Ultimate beneficiaries include library patrons, teens using drop-in centers, skaters, dancers, hikers, triathletes, 4-H club and fair participants, after-school program participants, their parents and parents' employers, first-time juvenile offenders and their parents.

V(E). Planned Program (Outputs)

1. Standard output measures

Target for the number of persons (contacts) reached through direct and indirect contact methods

| | Direct Contacts Adults | Indirect Contacts Adults | Direct Contacts Youth | Indirect Contacts Youth |
|-------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------------------|
| Year | Target | Target | Target | Target |
| Plan | 4600 | 0 | 7400 | 0 |
| 2007 | 5851 | 0 | 49635 | 0 |

2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

| | |
|--------------|---------------|
| Year | Target |
| Plan: | 0 |
| 2007: | 0 |

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

| | Extension | Research | Total |
|-------------|------------------|-----------------|--------------|
| Plan | | | |
| 2007 | 3 | 9 | 12 |

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

{No Data Entered}

Not reporting on this Output in this Annual Report

| Year | Target | Actual |
|-------------|-------------------|-------------------|
| 2007 | {No Data Entered} | {No Data Entered} |

V(G). State Defined Outcomes

| O No. | Outcome Name |
|--------------|---|
| 1 | Young people that reflect community diversity work in local groups to make decisions with consequences for the organization, community or public. |
| 2 | Communities, organizations, coalitions, and programs are strengthened by the involvement of youth in decision-making. |
| 3 | Skilled and experienced youth and adults are available for community decision-making and leadership roles. |
| 4 | Community organizations, coalitions, and government bodies improve practices and policies that support youth engagement. |

Outcome #1

1. Outcome Measures

Not reporting on this Outcome for this Annual Report

2. Associated Institution Types

3a. Outcome Type:

3b. Quantitative Outcome

| Year | Quantitative Target | Actual |
|------|---------------------|--------|
|------|---------------------|--------|

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|----------------|
|---------|----------------|

V(H). Planned Program (External Factors)

External factors which affected outcomes

Public Policy changes

Government Regulations

Brief Explanation

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

After Only (post program)

Before-After (before and after program)

Evaluation Results

Explosions of Ideas and Actions Conference October 19-21, 2007

The 2007 Youth as partners in Civic Leadership (YPCL) conference had 126 participants including 86 youth and 38 adults from across WI representing 15 teams at conference. Twenty-eight people representing many different organizations got involved in conference planning teleconferences. Throughout the year, YPCL members met to plan and coordinate the conference on 12 teleconferences and two face-to-face meetings.

Conference Goals Were Met.

1. Build skills through arts & media projects, workshops, networking and roundtables

- 77% of conference participants reported that the conference experience improved their ability to actively contribute to their community.

- 81% built skills and gained ideas for using arts, media and technology.

- In December, Florence County's TORPEDO team completed part of their plan--they involved community members of all ages and artists Tim and Connie Friesen to create a visual representation of their community.

2. See models of community actions led by youth and adults

- 61% said they had made contacts they will continue to network with.

- 72% exchanged ideas and formed friendships with people from diverse backgrounds.

3. Build the movement for youth voice in Wisconsin

- 72% said they were more likely to work to involve youth in local government and issues and 62% in state government and issues.

- 82% are better prepared to work as a partner with youth and adults in their communities.

- The results of the interactive survey and forum were the focus of a state-wide planning meeting of Wisconsin Youth Voice—and a grant proposal was submitted to advance the plan.

YPCL was also able to distribute mini-grants to conference teams to take what they learned at the conference and use it in their own communities. The mini-grant proposals directly show how participating teams are using the skills gained at the conference to make change in their own communities.

Argyle School District: Art Team

Video documenting local veterans stories to be dedicated on Memorial Day 2008 and given to local public libraries

B.E.A.M. (Business and Economics Academy of Milwaukee)

Creating a public mural to inspire children to believe they can achieve their goals

Student Library Advisory Group—Waupaca Area Public Library

Books Behind Bars program to start a formal library to help meet the informational and literary needs of the inmates

Waushara Prevention Council—Students Taking on Prevention (S.T.O.P.)

Utilize guerilla marketing techniques in raise awareness of underage drinking and tobacco use video, murals, human signs, palm cards, etc.

Florence County TORPEDOs

Video promotion of town/school, explore possibilities of starting a teen court, community mural depicting rich rural heritage

Key Items of Evaluation