

**V(A). Planned Program (Summary)**

**Program # 5**

**1. Name of the Planned Program**

Youth Development

Reporting on this Program

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
607	Consumer Economics	5%		0%	
801	Individual and Family Resource Management	5%		0%	
806	Youth Development	90%		0%	
	<b>Total</b>	100%		0%	

**V(C). Planned Program (Inputs)**

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

Year: 2013	Extension		Research	
	1862	1890	1862	1890
Plan	8.5	0.0	0.0	0.0
Actual Paid Professional	7.0	0.0	0.0	0.0
Actual Volunteer	0.0	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	1890 Extension	Hatch	Evans-Allen
434067	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
300604	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
1936946	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

With the use of a 4-H Volunteer Leaders Training Manual, CDs and accompanying web-based tutorials that incorporate Essential Elements training, various methods of delivery will be developed including district workshops, the development of digital learning platforms, teleconference trainings, highlights for newsletters and web-based tutorials. In addition to redefining the Alaska State 4-H Leaders Training Manual, portions of 4-H 101 will also be added to the training.

Many youth enter the workforce without the key skills needed to succeed in the workplace. By creating collaborations with local district schools, area businesses, federal, state and tribal agencies and other civic organizations, training programs will be made available for youth and opportunities for employment can be achieved.

Ideals of entrepreneurship will be presented at the 4-H club level by conducting trainings with local volunteer leaders, junior leaders, and youth of the 4-H clubs. District agents will assist in promoting the ideals of youth-based enterprises through additional leader and junior leader trainings, providing entrepreneurial opportunities, and collaboration with organizations that can aid such opportunities.

Collaborations with local schools and other youth programs across the state will lead to new volunteer opportunities for 11-18 year olds. Though there are many opportunities for youth of this age, a key to success in this program will be though developing collaborations with local schools, other youth programs, and area University of Alaska campuses.

**2. Brief description of the target audience**

- Grades k-12
- Parents of school-age children
- Adults interested in positive youth development
- 4-H Extension educators
- Other Extension educators
- 4-H Adult volunteers
- Military youth educators
- Community leaders
- Federal and state agency representatives
- Native corporations and tribal representatives
- Youth-serving organizations, including FFA

**3. How was eXtension used?**

eXtension was not used in this program

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

2013	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	12641	77192	20915	33082

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

**Patent Applications Submitted**

Year: 2013  
 Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2013	Extension	Research	Total
Actual	0	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- Output 1: 4-H educators will train volunteer organizational leaders in the Essential Elements of Youth Development

Year	Actual
2013	152

**Output #2**

**Output Measure**

- Output 2: Extension will offer relevant workforce skill development projects for youth 15-18.

Year	Actual
2013	31

**Output #3**

**Output Measure**

- Output 3: 4-H will offer opportunities for membership or involvement for underserved and minority youth.

Year	Actual
2013	27

**Output #4**

**Output Measure**

- Output 4: Youth Development will offer initiative programming in science, engineering and

technology.

<b>Year</b>	<b>Actual</b>
2013	44

**Output #5**

**Output Measure**

- Output 5: 4-H educators will offer inter and intra-district educational and service collaborations.

<b>Year</b>	<b>Actual</b>
2013	22

**V(G). State Defined Outcomes**

**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Outcome 1: 100% of faculty and staff associated within the program area will understand the Essential Elements of Youth Development
2	Outcome 2: After receiving training in the Essential Elements of Youth Development, volunteer leaders and youth will apply at least two of the Essential Elements in their interactions during programming.
3	Outcome 3: 4-H educators will expand programming to underserved and minority youth by 5% in each year of the five-year plan of work.

## **Outcome #1**

### **1. Outcome Measures**

Outcome 1: 100% of faculty and staff associated within the program area will understand the Essential Elements of Youth Development

### **2. Associated Institution Types**

- 1862 Extension

### **3a. Outcome Type:**

Change in Knowledge Outcome Measure

### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2013	17

### **3c. Qualitative Outcome or Impact Statement**

#### **Issue (Who cares and Why)**

Positive youth development through 4-H is made possible through a cadre of caring adult leaders. Creating environments in which youth have a sense of belonging, experience independence, master skills and give back to the community through generosity becomes more complex each year with changing environments and demographics. Faculty and staff must increase their understanding of positive youth development and the Essential Elements of 4-H in order to deliver quality programs and train volunteer leaders.

#### **What has been done**

All Alaska 4-H agents and others with 4-H responsibilities have been trained in Essential Elements. The Alaska 4-H program uses four primary delivery modes in fostering positive youth development, clubs, special interest classes, school enrichment and camping. All are designed using the Essential Elements. Agents and leaders participate in trainings that emphasize delivery of the subject matter within the context of the Essential Elements. A state volunteer forum and audio conferences also include Essential Elements.

#### **Results**

All of the 4-H staff in the Alaska program trained and presented information to their constituents about the Essential Elements of 4-H. Training has been given in these areas and they are part of everyday 4-H language. All 4-H activities are grounded in the Essential Elements. As a result of her commitment to 4-H within its framework of the Essential Elements, a Kodiak club leader received the regional 4-H Salute to Excellence Award in March 2013, the fourth Alaska leader in five years to be recognized with this award. A volunteer for 34 years, she has worked as a project leader, recruited and trained new leaders and organized and chaired many special events. She recruits 4-H volunteers and their horses to offer a riding program for special needs children, and she was instrumental in keeping the district 4-H program going during staff transitions. She is a great example to others through her leadership.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

#### Outcome #2

##### 1. Outcome Measures

Outcome 2: After receiving training in the Essential Elements of Youth Development, volunteer leaders and youth will apply at least two of the Essential Elements in their interactions during programming.

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Action Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2013	206

##### 3c. Qualitative Outcome or Impact Statement

###### **Issue (Who cares and Why)**

Applying the Essential Elements in program development and delivery is what makes 4-H unique from other youth programs. The elements define volunteer roles in the lives of 4-H members as mentors, role models and coaches.

###### **What has been done**

Leaders are asked to provide information on events throughout the 4-H year for their clubs and also to show how activities will incorporate at least two Essential Elements. Evaluation tools have been used at the beginning and end of a project to see whether projects incorporate Essential Elements. A step in the club chartering form includes the identification of Essential Elements in club activity planning, making it an intentional step in the planning of club activities. This process is being done all across the state as well as on military installations.

###### **Results**

We know youth are benefiting from the intentional application of the Essential Elements. A number of service projects reflect this application, including an event in Anchorage at which participants sew pillowcases for foster children. A 4-H service camp in Seward partnered with a conservation alliance and a Native corporation on a project that involved cleaning camping sites on Native and public lands. After a number of Native youth suicides, a village 4-H group created an anti-suicide pledge, which is recited at many public events. In the FY14 year, this group shared its personal stories about abuse and suicide with a largest Native gathering in the state. 4-

H?ers volunteer in many ways that build responsibility and a sense of belonging in their community and state. Overall, 1,260 adult volunteers and 36 youth volunteers in 2013 provided opportunities for engagement of all kinds, from gardening to science programming.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

#### Outcome #3

##### 1. Outcome Measures

Outcome 3: 4-H educators will expand programming to underserved and minority youth by 5% in each year of the five-year plan of work.

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Action Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2013	22

##### 3c. Qualitative Outcome or Impact Statement

###### **Issue (Who cares and Why)**

In many rural communities, activities for youth are limited. Special opportunities are also needed for minority youth. Many schools, urban and rural, are ethnically diverse. Fifty-three percent of the Anchorage School District students are minorities, including Asian and Pacific Rim populations. In order to keep the program viable and current, 4-H must reach out to these populations.

###### **What has been done**

Agents are making connections in rural Interior and Southeast communities and developed mentoring programs at seven Interior sites that encourage physical activity and nutrition education. Activities included from breakdancing, martial arts, improv and dog mushing as well as classes on energy drinks, hydration and healthy snacks. Twenty-three adult mentors, including a martial arts instructor who lived in a village, provided the classes. 4-H and the City of Bethel operate a youth center, which offers hands-on opportunities. Also, an agent instructed 14 teachers of low-income Anchorage schools how to use 4-H curriculum about electricity to provide activities for youth.

###### **Results**

Our rural outreach has led to more programming for youth. Nearly one-third of 4-H participants lived in remote or rural Alaska and 18 percent overall were Alaska Native or American Indian. The

rural mentoring program reached 121 Alaska Native youth at seven sites. Positive behavioral change was noted in 93 percent of participants, which included health measures of physical activity and nutrition, as well as greater measures of social competence. The success of village programs led to a partnership with the Fairbanks school district, working with seven after-school programs serving Alaska Native youth and with the Boys and Girls Home of Alaska. Presentations at the National Mentoring Summit in January 2013 and National AfterSchool Association in April of that year shared experiences or rural health activities. Agents have developed a network across the country with others serving American Indian youth.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

#### V(H). Planned Program (External Factors)

##### External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)
- Other (Outreach activities)

##### Brief Explanation

Vast geographic distances between communities and communities that are available only by air or boat are a challenge for program delivery and development and maintenance of relationships between club leaders and 4-H staff. It also presents challenges for groups of 4-H youth from different communities getting together. There is also a notable lack of adults in many remote communities who are willing to serve as 4-H volunteers. Travel time is a factor in being able to meet face to face also. Some of our local offices lacks adequate technology resources to effectively use distance delivery methods to offset geographic and travel barriers. Better technology, especially in the form of videoconferencing, mobile computing and video equipment, would help with this problem. Many communities lack resources and capacity for youth opportunities. At the same time, we see increasing need for out-of-school time activities, especially for teens. Many areas of the state lack sufficient job opportunities for youth to demonstrate job readiness skills. Internet resources for the training of leaders and links to curriculum available through other states have improved training, as has audio conferencing.

#### V(I). Planned Program (Evaluation Studies)

##### Evaluation Results

4-H offers post-activity surveys for many of our programs. For example, the Tanana

District periodically conducts evaluations on programs with the public, such as buyers in the market livestock program. Buyers are asked to evaluate the meat quality they are buying and their interaction with the youth. The club chartering process can also be an evaluation tool. As part of our outreach to remote, rural youth, a volunteer mentor has been teaching martial arts to youth. The following are specific evaluations:

- Surveys with participants in the Youth in Government legislative program show that 100 percent of the 11 participants felt they had an increased understanding of their voice in government and the governmental process. Also, 43 percent indicated an increased ability to clearly state their ideas and thoughts to others; 86 percent indicated an increased ability to get others to share in leadership; and 43 percent reported an increased ability to contribute as a member of a team.

- Volunteer martial arts instructors taught classes to youth in Tanana as part of a mentoring program. One instructor did a pre/post survey for social competency for the 15 youth who attended regularly. All but two showed significant improvement in punctuality, participation, and respect towards peers and adults, over the course of the time he mentored them. Three showed the greatest improvement in not using fighting to resolve problems, and becoming less disruptive in class. Two youth demonstrated a slight negative change in being respectful to adults and fighting i.e. they became less respectful and more disruptive/more fighting) over the course of the lessons. But overall, the 15 youth showed positive responses to having these classes and interacting with the martial arts teachers.

- The rural mentoring program reached 121 Alaska Native youth at seven sites. Positive behavioral change was noted in 93 percent of participants, which included health measures of physical activity and nutrition, as well as greater measures of social competence.

## Key Items of Evaluation

Kids want opportunities to be able to meet each other across the state. Alaska 4-H has difficulty participating in multistate programs because of the sheer cost of travel but 4-H'ers participated in an exchange to Japan, an exchange with New Jersey, Citizenship Washington Focus, National 4-H Conference, National 4-H Congress and Western Roundup. All of the above paid for their own way by fundraising, scholarships or personal funds. Despite the distances between districts, youth still participated in state livestock and horse contests. Adults participated in a state volunteer forum offered in a blended delivery format of in person and distance technology. The state presentation contest was conducted using distance technology.