

V(A). Planned Program (Summary)

Program # 9

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
805	Community Institutions, Health, and Social Services	50%		0%	
806	Youth Development	50%		0%	
	Total	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	61.4	0.0	0.0	0.0
Actual Paid Professional	58.5	0.0	0.0	0.0
Actual Volunteer	477.7	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
1443937	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
3543220	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
8966962	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Extension. 4-H programs in Extension manage youth development opportunities in each of Minnesota's 87 counties. In 2013, 4-H programs in Minnesota determined that science, engineering and technology would become its largest strategic investment. This builds on a strategic niche already held by 4-H, but also addresses an important need for higher education and workforce development in Minnesota.

Progress has been made regarding diversifying and enhancing club membership. Since 2004, club membership increased from 26,000 to 31,323 in 2013. A ten year partnership with the Minnesota Alliance with Youth has grown the number of clubs and the diversity of clubs through AmeriCorps Promise Fellows. In 2012-13, a total of fifteen Promise Fellows worked with community partners to provide high quality programs in and out of school. They mobilize caring adults to work with youth, and created service learning opportunities as a key curriculum component. Programs led by Promise Fellows serve diverse and underserved populations including Native American, Somalian, Vietnamese, African American, Hispanic, and Colombian youth and volunteers. There are also youth involved from Togo and Sudan. Another Promise Fellow was located on the Fond du Lac reservation in 2013, which has been a goal for several years. Promise Fellows started 13 new 4-H clubs through their year of service with the AmeriCorps program. As noted in the report summary, 15.5 percent of 4-H Youth participants are youth of color.

In 2013, Extension's service to professionals and volunteers who work with youth developed more online learning sessions, thus increasing accessibility. Ten training topics are now available in e-forum Adult Learning modules. Five online volunteer training modules were developed, and 4-H volunteers participated in 242 online volunteer trainings in 2012-13.

With its recent investments in volunteer training and professional development, Minnesota has served other states that are working collaboratively to enhance training for 4-H volunteers and staff. Partners in the North Central Region, for example, are adopting quality standards and tools developed in Minnesota to establish and train local leaders in volunteer management processes for local leaders.

2. Brief description of the target audience

The target market for 4-H clubs is youth. Training and resources to support staff and volunteers assure that they create quality learning environments that are inviting, accessible and welcoming to a broad range of Minnesota youth. The Urban Youth audience includes adults working with schools, agencies and organizations, and volunteers interested in building sustainable youth programs. Youth leadership programs target young learners who are working in the context of their neighborhood or community to make a difference. Promise Fellows grants have strengthened Extension's ability to reach the growing diversity of communities in Minnesota.

The Youth Work Institute serves individuals, organizations and systems that work with and on behalf of youth. This includes those who interact with youth through community-based programming as well as decision-makers who can improve the quality and quantity of opportunities for youth to be involved in out-of-school activities.

3. How was eXtension used?

eXtension was not used in this program

V(E). Planned Program (Outputs)

1. Standard output measures

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	3	0	3

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of educational offerings delivered for youth-serving organizations through both face-to-face and on-line offerings.

Year	Actual
2013	61

Output #2

Output Measure

- Number of organizations participating in technical assistance that adopt quality improvement strategies for their youth-serving organizations and networks.

Year	Actual
2013	227

Output #3

Output Measure

- Percentage of parents of youth participants (fifth grade and lower) who report being satisfied with their child's first year of participating in 4-H programming, thus making long-term engagement more feasible.

Year	Actual
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2013

80

Output #4

Output Measure

- Number of lead adult volunteers in 4-H clubs will be trained to work with Minnesota's young people who participate in 4-H program activities.
Not reporting on this Output for this Annual Report

Output #5

Output Measure

- Number of 4-H program clubs that now use a validated assessment tool to guide quality improvement efforts.

Year	Actual
2013	18

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Youth involved in Minnesota's 4-H programs over a significant period of time will report mastery of a topic of interest as a result of their 4-H investment. (Outcome expressed is a percentage of highly involved youth who report mastery.)
2	Youth involved in Minnesota 4-H programs at high participation levels will report contributions to their community as a result of their 4-H involvement. (Outcome is the percentage of highly involved youth who report community contributions.)
3	Adult participants in educational offerings will report that they increased their understanding and knowledge of a given youth development topic. (Outcome expressed as a percentage of participants in agreement.)
4	Youth development organizations participating in consultation and technical assistance will increase program quality. (Outcome expressed as a percentage of organizations that improved one or more dimensions of program quality.)
5	Adult participants in educational offerings will report that they will be able to apply what they learned to their work. (Outcome expressed is percentage of those participants in agreement.)
6	Programs participating in quality improvement efforts will measure program quality with a validated assessment tool. (Outcome is the number of organizations and funding sources utilizing the validated assessment tool.)

Outcome #1

1. Outcome Measures

Youth involved in Minnesota's 4-H programs over a significant period of time will report mastery of a topic of interest as a result of their 4-H investment. (Outcome expressed is a percentage of highly involved youth who report mastery.)

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	76

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Youth have diverse interests, some of which school hours are not able to develop as schools must commit themselves to academics. It is up to the field of youth development to offer a rich array of opportunities for youth to understand their own skills, abilities, and interests, and to develop those to the fullest extent possible. One example of a program that addresses mastery of topics is the Citizen Science project. Parents of 4-H participants are in a position to observe their child's new interest and skills.

What has been done

The Citizen Science Project deepens youth involvement in science by providing opportunities for youth to identify questions, form testable hypotheses, design a procedure, create graphs, create display of results, analyze results and use results to answer a question. Assessment of all 4-H programs includes a query to parents in the early of years of youth participation in order to understand whether youth are on their way to mastering a topic.

Results

In 2013, a summative evaluation of the Citizen Science project was conducted by an outside evaluator. Self-ratings of inquiry skills among 133 youth showed statistically significant increases from pre- to post-program. In the parents' report, we charted progress of 768 youth; 76 percent of these youth were rated by their parents as having become very good at a project or skill they worked on during their first year of 4-H programming.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #2

1. Outcome Measures

Youth involved in Minnesota 4-H programs at high participation levels will report contributions to their community as a result of their 4-H involvement. (Outcome is the percentage of highly involved youth who report community contributions.)

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	80

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

4-H encourages youth to contribute to their communities. One example is the peer teaching program. Research suggests that through peer programs, teen teachers obtain a feeling of "social usefulness" and a sense of control considered to be an important factor in preventing social problems such as substance abuse, teen pregnancy and delinquency (Riessman, 1990; Black, Tobler & Sciacca, 1998 and Forneris, et. al. 2010). In addition, citizen science projects provide opportunity for youth to contribute science research in communities.

What has been done

4-H provides opportunities for youth to become peer teachers, and to serve roles as community volunteers.

Results

In 2013, 1,047 youth worked in public school settings to teach younger youth about healthy living choices. Of those surveyed in the 2012-2013 Driven to Discover, Citizen Science project, 80 percent of youth participants (n=133) reported that they "contribute to a citizen science project." Citizen science is public participation in scientific research. Further, 5,459 youth reported that they volunteer in their program through 4-H opportunities.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #3

1. Outcome Measures

Adult participants in educational offerings will report that they increased their understanding and knowledge of a given youth development topic. (Outcome expressed as a percentage of participants in agreement.)

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	88

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Research is the backbone of effective youth development programs. It is critical that practitioners understand the latest youth development research and related best practices. Earlier research noted disparities in youth worker training and staff development options, pointing to a need for education.

What has been done

Youth worker training offerings are grounded in the latest youth development research. They bridge research with practical ways to apply it to best practice.

Results

Evaluation summaries of youth work trainings in 2013 demonstrated that 88 percent of respondents (N=757) agreed that their understanding and knowledge of the session topic increased.

4. Associated Knowledge Areas

KA Code	Knowledge Area
805	Community Institutions, Health, and Social Services
806	Youth Development

Outcome #4

1. Outcome Measures

Youth development organizations participating in consultation and technical assistance will increase program quality. (Outcome expressed as a percentage of organizations that improved one or more dimensions of program quality.)

Not Reporting on this Outcome Measure

Outcome #5

1. Outcome Measures

Adult participants in educational offerings will report that they will be able to apply what they learned to their work. (Outcome expressed is percentage of those participants in agreement.)

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	91

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Research is the backbone of effective youth development programs. It is critical that practitioners understand the latest youth development research and relate it to their practice. Earlier research has noted disparities in youth worker training and staff development options, pointing to a need for more applied research.

What has been done

Youth development worker trainings are grounded in the latest youth development research, bridging research with practical ways to apply it to practice.

Results

Evaluation summaries of all youth worker training participants in 2013 (N=757) demonstrated that 91 percent of respondents agreed that what they learned would be applied to their work with youth.

4. Associated Knowledge Areas

KA Code	Knowledge Area
805	Community Institutions, Health, and Social Services
806	Youth Development

Outcome #6

1. Outcome Measures

Programs participating in quality improvement efforts will measure program quality with a validated assessment tool. (Outcome is the number of organizations and funding sources utilizing the validated assessment tool.)

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	286

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Staff development and quality assessment have not been used consistently across youth organizations in Minnesota. As described last year, youth development trainers are "hard wiring" training and assessment into Minnesota's youth-serving organizations.

What has been done

Training for individual sites is accompanied with consultation to systems. In 2013, specialists consulted with 48 organizations, 24 of which resulted in the roll out of assessment processes in sites across the region.

Results

In 2013, 286 youth organization sites adopted the Youth Program Quality Assessment. The high number of sites is attributed to adoption of the tool within youth development support systems such as public schools and United Way.

4. Associated Knowledge Areas

KA Code	Knowledge Area
805	Community Institutions, Health, and Social Services
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Other (Migration to online learning)

Brief Explanation

In 2013, statewide 4-H management systems created online learning as the vehicle through which 4-H volunteers can be oriented and trained. This system was rolled out in 2013. This changed the outputs that can be counted, as well as the timing in which it could be reported. To date, only one region of the state has implemented this change. New output measures will be addressed in future years.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

All workshops and events delivered to adult youth development workers are evaluated through end-of-session surveys. Besides results described in outcome measures, the evaluation examines the effectiveness of instruction, applicability to work settings and participants' understanding of the topic at the end of the workshop.

4-H programs at the local level are examined to determine whether precursors to larger public value impact, such as youth going on to higher education and developing skills for the 21st century workforce, are being achieved. In 2013, two studies examined whether youth were mastering skills as a result of 4-H programming. These studies found statistically significant increases in citizen science skills as a result of targeted projects. In parent reports about youth progress, 4-H reported that 76 percent of youth had become very good at a project or skill they worked on in their first year of 4-H.

Key Items of Evaluation

In 2013, a summative evaluation of the Citizen Science project was conducted by an outside evaluator. (See output #4.) Youth's self-ratings of their inquiry skills for 133 youth showed statistically significant increases from pre- to post-program. In the parents' report, we charted progress of 768 youth; 76 percent of these youth were rated by their parents as having become very good at a project or skill they worked on during their first year of 4-H programming.