

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%	
	Total	100%		0%	

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2014	Extension		Research	
	1862	1890	1862	1890
Plan	8.5	0.0	0.0	0.0
Actual Paid	10.3	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
658440	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
307905	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
2148327	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

- Collaborate with other youth-serving agencies and organizations
- Collaborate with Alaska Native associations
- Train volunteers, teachers and after-school providers
- Collaborate with military installations, National Guard and Reserve
- Conduct workshops, contests, forums and camps
- Utilize distance technology and social media
- Support life skill development of youth through experiential learning in science, healthy living and citizenship
 - Offer experiential learning activities at the local, state, regional and national levels

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

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	13993	101673	22206	7269

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

Patent Applications Submitted

Year: 2014

Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2014	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
2014	308

Output #2

Output Measure

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

Year	Actual
2014	26

Output #3

Output Measure

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

Year	Actual
2014	40

Output #4

Output Measure

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

Year	Actual
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2014 46

Output #5

Output Measure

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

Year	Actual
2014	17

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.
4	Outcome 4: Increase participation in international exchange programs. Counting number of youth who participate in exchanges or host international students.
5	Outcome 5: 4-H educators will work with school districts to expand programming to underserved and minority youth.

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

Year	Actual
2014	14

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, staff and leaders participate in trainings that emphasize delivery of the subject matter within the context of the Essential Elements. An annual 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.

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
2014	295

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 and a conservation project in the Box Canyon public use area. After a number of Native youth suicides, a village 4-H group created an anti-suicide pledge, which is recited at many public events. This group shared its personal stories about abuse and suicide with the largest Native gathering in the state. 4-H members volunteer in many ways that build responsibility and a sense of belonging in their community and state. Overall, 601 adult volunteers and 32 youth volunteers in 2014 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
2014	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In many rural communities, activities for youth are limited. Youth suicide rates are high in many rural villages. It is important for youth to feel connected to and supported by caring adults and peers, have hope for the future and see themselves as active participants in their future.

What has been done

The 4-H Connections to Life program offers Alaska Native youth healthy alternatives through physical activity and play, community service activities, leadership opportunities for older youth and increased awareness and knowledge of suicide prevention. Thirty community and external volunteers were recruited, screened and trained to work with youth and families in seven rural communities. Youth programs were also offered in association with Alaska Native organizations in Fairbanks and Bristol Bay and the City of Bethel.

Results

One quarter of 4-H participants lived in remote or rural Alaska and 31 percent were minorities. One hundred thirty-six youth participated in a variety of physical activities, including dance, skiing, martial arts, Native Olympics, etc., through the connections program. Support was provided through mentoring circles, and service projects included sled rides, participation in health fairs

and a community effort to build a soccer field. One group addressed the largest gathering of Alaska Natives in the state with their personal stories about abuse and the effects of drugs on their families. They received a standing ovation. Data was collected through observation studies completed by mentors and site coordinators and self-reported surveys of youth. Youth demonstrated increased project skills, confidence and social competence. Youth showed an interest in their local community and reported feeling good about helping others. The Alaska Experience Camp evaluation resulted in an ongoing club focused on Alaska activities.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #4

1. Outcome Measures

Outcome 4: Increase participation in international exchange programs. Counting number of youth who participate in exchanges or host international students.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	24

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The U.S. Department of Education believes that to succeed in the 21st century workplace students must develop knowledge and understanding of other countries, cultures, languages and perspectives. Youth benefit by hosting international students in homestays and living with families in other countries to experience different cultures.

What has been done

A team of volunteers, leaders and Extension faculty was recruited in order to increase participation in the 4-H global citizenship and exchange program. Expanded partnership with the national exchange program allowed for the addition of Juneau and Valdez, which were previously excluded from participating as host communities, and eight placement homes were recruited in these communities. During 2014, the team recruited 20 summer program delegate placement homes, five chaperone homes and one yearlong placement home.

Results

The exchange program more than doubled in size. Twenty-one youth in Fairbanks, the Kenai Peninsula, Juneau, Valdez, the Palmer area and Anchorage hosted Japanese youth in their homes and learned about a new culture. They introduced the Japanese siblings to life in Alaska, including fishing, hiking, fairs, bike rides and kayaking. About half of the host family participants were new to 4-H. Three 4-H youth traveled to Japan for a home stay in that country and experienced a new culture. The States 4-H International Exchange program recognized the lead agent for his program development with its Rookie of the Year Award.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #5

1. Outcome Measures

Outcome 5: 4-H educators will work with school districts to expand programming to underserved and minority youth.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Students at 21st Century Learning Center schools come from diverse cultures and income levels and some lack English skills and the background to be successful at school. According to the Afterschool Alliance, participants in 21st Century Learning Center programs show improvement in their grades, school attendance and standardized tests. Providing activities at these Title I schools helps engage students.

What has been done

Two agents and a program assistant offer after-school activities in 21st Century Learning Center schools in Fairbanks and Anchorage. The Anchorage agent trains teachers from these schools in

two different 4-H curricula every year. She also offered hands-on activities to students at four schools. The Fairbanks agent offers after-school programs at four schools and was trained as a 21st Century Learning Center coordinator.

Results

Thirty teachers and staff in Anchorage Title I schools were trained how to use 4-H curriculum on visual arts and photography, and the agent led a six-week photography club as well as family night activities and a service project. Two boys in the photography club became very interested in photography and continued after the program ended. The Fairbanks agent taught yoga and ran "girls circles" at three schools with time for homework and activities. Working with partners, the agent offered an eight-week photography workshop at a middle school. Girls built digital cameras and used them to define what science meant to them. The workshop ended with a showcase of the girls' work. Participants in all of these programs received enrichment activities that complement academics. The Fairbanks school district hired the Fairbanks agent to provide after-school programming. 4-H hired a staff member in Anchorage to offer programs to teach after-school programs focused on multiculturalism and diversity.

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

Communities are often separated by vast distances and/or are connected only by air or boat. This presents 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 also a factor in being able to meet face to face. Some of our local offices lack adequate technology resources to effectively use distance delivery methods to offset geographic and travel barriers. Better tech, especially in 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 quality of the meat they are buying and their interaction with the youth.

Through the 4-H Connections Program, data was collected through observation surveys completed by mentors and site coordinators and self-reported surveys of youth. Youth demonstrated increased project skills, confidence and social competence in life skill-building activities with mentors. Data indicates that youth feel connected to and supported by caring adults, feel good about who they are, and anticipate and plan from future activities together.

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. Despite the distances between districts, youth still participated in state livestock and horse contests.