

Youth Development

Youth Development

V(A). Planned Program (Summary)

1. Name of the Planned Program

Youth Development

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%		5%	
801	Individual and Family Resource Management	5%		5%	
806	Youth Development	90%		90%	
Total		100%		100%	

V(C). Planned Program (Inputs)

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

Year: 2008	Extension		Research	
	1862	1890	1862	1890
Plan	9.0	0.0	0.0	0.0
Actual	3.5	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 153282	1890 Extension	Hatch	Evans-Allen
	0	0	0
1862 Matching 153282	1890 Matching	1862 Matching	1890 Matching
	0	0	0
1862 All Other 338071	1890 All Other	1862 All Other	1890 All Other
	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Alaska 4-H incorporates the Essential Elements through volunteer training, newsletters videos and handouts. All 4-H activities are grounded in the Essential Elements. 4-H programs focus on developing leadership and competences that translate into effective work skills and interests and advanced education. For instance, 13 youth in the Sitka 4-H Youth First Responders Project have completed their training and are assisting the Sitka Emergency Medical Services staffing stations and emergency and public information booths. Kids who raise and sell market animals learn about showmanship and marketing, and teens who are trained as camp counselors learn leadership skills and management and help run a youth camp. Some kids have started businesses. Altogether, in 2008, more than 13,000 youth participated in clubs, after-school programs and special activities, including camping and video work.

A few highlights:

- 4-H teens and adults taught ATV safety to youth in Glennallen, Fairbanks and Kenny Lake, and the program is expanding to Bethel
- A community service event in Anchorage led to more than 700 pillowcases being made to donate to a variety of institutions, including foster children and needy families. The event brought together volunteers from diverse groups including residents of a youth center and a shelter for homeless youth
- Youth in the Kenai District learned hunting ethics and safety and field dressed and butchered a moose.
- Youth participating in Speak Out Military Kids have talked to legislators and other youth about how their parents' deployment affected them. Two youth created a DVD highlighting activities at a camp for 140 military kids whose parents had been deployed or would be shortly.
- State Horse Contest, horse bowl, horse judging and demonstration

2. Brief description of the target audience

- 4-H members grades 3–12 years old
- 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
- Students grades 3 through high school
- Community leaders
- Federal and state agency representatives
- Native corporations and tribal representatives
- Youth serving organizations and their representatives
- University of Alaska Fairbanks faculty

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	525	2100	11200	15500
2008	19103	352485	19448	151065

Youth Development

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

Patent Applications Submitted

Year	Target
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Plan:	0
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2008:	0
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Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

	Extension	Research	Total
Plan	0	0	
2008	0	0	0

V(F). State Defined Outputs**Output Target****Output #1****Output Measure**

Output 1: 4-H educators will develop a comprehensive curriculum to train leaders in the Essential Elements of Youth Development.

Year	Target	Actual
2008	1	1

Output #2**Output Measure**

Output 2: 4-H educators will train all 4-H volunteer leaders in the Essential Elements of Youth Development.

Year	Target	Actual
2008	250	279

Output #3**Output Measure**

Output 3: Extension will develop and implement at least three workforce skills projects for 15 to 18 year olds that stress good work habits.

Year	Target	Actual
2008	3	13

Output #4**Output Measure**

Output 4: Extension will use the 4-H club approach in at least three districts to implement an entrepreneurial skills training curriculum for youth that will train them in the skills they need to start their own youth-based businesses. After five years, at least 30 youth per year will be participating in the projects per year.

Year	Target	Actual
2008	15	179

Output #5**Output Measure**

Output 5: Increase the 4-H youth membership retention rate based upon the 2005 ES 237 Report by at least 5 percent per year over five years for each age cohort between the ages of 11 and 18 years old so that more youth have greater exposure to the benefits that accrue from participation in 4-H.

Year	Target	Actual
2008	5	0

Output #6**Output Measure**

Output 6: Extension will increase the number of 4-H programs by 5 percent per year that incorporate CSREES initiatives in Science, technology and engineering; healthy lifestyles; and citizenship.

Year	Target	Actual
2008	5	4

Output #7**Output Measure**

Output 7: Increase the number of intra and inter-district educational and service collaborations by 5 percent per year.

Year	Target	Actual
2008	5	5

Output #8**Output Measure**

Output 8: Increase collaborations and partnerships by 5 percent per year with other organizations, agencies or entities (local, regional, state, federal) that have youth serving or youth related outcome objectives that impact Alaskan youth.

Year	Target	Actual
2008	5	5

V(G). State Defined Outcomes

O No.	Outcome Name
1	Outcome target 1: All faculty and staff with 4-H youth development responsibilities will be trained and understand the Essential Elements of Youth Development.
2	Outcome target 2: After receiving training in the Essential Elements of Youth Development, 4-H leaders will apply at least two of the Essential in their interactions with youth as part of 4-H programming such that 4-H educators will observe them using these approaches in leaders' activities.
3	Outcome target 3: Youth work skills projects for 15 to 18 year olds will improve participants' work skills.
4	Outcome target 4: Youth who participate in a youth entrepreneurial training project will try to start a youth-based business within three years.

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
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3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
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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

Brief Explanation

Vast geographic distances between communities and communities that are available only by air or boat inhibit groups of 4-H youth from different communities getting together as well as program delivery. An external review of the Alaska State 4-H Program in 2006 indicated significant assets including: place-based innovative programs; commitment to positive youth development by agents and volunteers; collaborations and partnerships at local level; program excellence; and satisfaction-pride in results.

The review also indicated several areas needing attention including: having a shared vision and entrepreneurial spirit; development of performance metrics and fiscal accountability tied to priority goals, staffing and program strategies; a consistent management system used across the state; and a method to collect and analyze data more effectively to package program outcomes for stakeholders. Statewide leadership has been limited to a .25 FTE position. This person has been responsible for reports and accountability to national 4-H and CES; liaison for district agents; statewide policy development, management and implementation; along with overall advocacy for 4-H. District staff have been assigned or have volunteered to act on behalf of Alaska 4-H as leads, representatives, and/or points-of-contact for youth programs, 4-H organization conferences, and internal improvement projects.

An important recommendation of the review was to hire a full-time state 4-H program leader located at UAF to provide more effective communications and program relationships with other CES programs and to provide consistent management and leadership. Alaska Cooperative Extension is currently in the process of recruiting to fill this important position by this spring or summer.

Another factor affecting 4-H results is a shift in demographics. Anchorage has a more diverse population without a cultural tradition of 4-H participation. 4-H exists on all military installations in Alaska but the built-in transience of the population holds down the retention rate. Shifting economic factors also have an impact, with more, two-parent or single-parent families working and unable to volunteer or support the program.

Use of video teleconferencing with village schools has helped increase outreach to youth through the Health Rocks! program. Working with non-traditional groups on the military installations has increased participation.

Several agents reports that many adult volunteers were not happy with the chartering and IRS requirements and did not return. New leaders have come forward to some extent and started and took over clubs. Marketing assistance at a statewide level would assist in recruitment and retention of leaders and members.

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

1. Evaluation Studies Planned

After Only (post program)

Retrospective (post program)

Before-After (before and after program)

During (during program)

Comparisons between program participants (individuals,group,organizations) and non-participants

Comparison between locales where the program operates and sites without program intervention

Evaluation Results

In almost all of our programs 4-H offers post-activity surveys. For example, the Tanana District periodically does evaluations on programs with the public, such as buyers in the market livestock program. The 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. Our state lacks in guidance in evaluation procedures. One agent noted that all agents are on their feet teaching kids or teaching parents so it's hard for them to come up with a one size fits all evaluation. 4-H has attempted to implement some of the recommendations based on a 2006 program review. Communication has been improved between agents in different communities, for instance. 4-H staff in 2007 communicated by audio regularly, and beginning in January 2008, started a weekly audio. An increase in the number of activities involving multiple districts reflects increasing interchange between the districts.

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. Travel is also expensive in state but a group of six teens from two districts traveled to Juneau to attend legislative committee meetings, be pages for the day and meet with legislators about the need for a full-time program leader for 4-H.