

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
802	Human Development and Family Well-Being	10%		0%	
806	Youth Development	80%		0%	
903	Communication, Education, and Information Delivery	10%		0%	
	Total	100%		0%	

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2018	Extension		Research	
	1862	1890	1862	1890
Plan	8.5	0.0	0.0	0.0
Actual Paid	13.7	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
349875	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
27830	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
301540	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Agents and program assistants collaborated with other youth-serving agencies and organizations, including Alaska Native associations, military installations, schools, and National Guard and Reserve. Volunteers were trained and assistance was provided to teachers and after-school providers. Programming and promotion utilized distance technology and social media. Activities supported life skill development of youth through experiential learning in science, healthy living and citizenship. Experiential learning activities were offered at the local, state, regional and national levels.

2. Brief description of the target audience

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

3. How was eXtension used?

The use of eXtension resources in FY18 has been valuable to Extension outreach in Alaska. 4-H agents maintained memberships in communities of practice (CoPs) including Diversity & Inclusion Issue Corps, Horsequest, Makers and Internationalizing Extension.

V(E). Planned Program (Outputs)

1. Standard output measures

2018	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	11309	45086	10935	19322

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

Patent Applications Submitted

Year: 2018
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2018	Extension	Research	Total
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Output 1: Volunteers will complete positive youth development training. Measure will be the number of volunteers trained.

Year	Actual
2018	534

Output #2

Output Measure

- Output 2: Extension will offer relevant workforce skill development projects for youth. Measure will be the number of workforce and skill development projects.

Year	Actual
2018	150

Output #3

Output Measure

- Output 3: 4-H will offer opportunities for engagement with underserved and minority youth. Measure will be the number of opportunities offered in underserved areas and number of culturally responsive programs.

Year	Actual
2018	41

Output #4

Output Measure

- Output 4: Youth Development will offer programming in science, engineering and technology. Measure will be the number of programs offered in this area.

Year	Actual
2018	37

Output #5

Output Measure

- Output 5: 4-H educators will offer inter and intra-district educational and service collaborations. Measure will be the number of education and service collaborations.

Year	Actual
2018	59

Output #6

Output Measure

- Output 6. Integrated activity on childhood obesity will lead to new knowledge. Measure will be databases and publications.

Year	Actual
2018	1

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 offer opportunities for membership or involvement for underserved and minority youth. Measure will be demographic parity.

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
2018	23

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. Volunteer forums and audio conferences also include Essential Elements.

Results

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. Staff and program assistants with the Alaska 4-H program received information on the Essential Elements and incorporated that information into their program designs in order to facilitate belonging, generosity, independence and mastery for their constituents. Throughout the year, faculty, staff and volunteers have access to resources on the state 4-H website on related topics such as life skills and positive youth development research from Tufts.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development
903	Communication, Education, and Information Delivery

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
2018	534

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The 4-H Essential Elements of belonging, mastery, independence and generosity are based on research that the youth development field recognizes as a source for best practices in fostering positive development. Applying the Essential Elements in program development and delivery is what makes 4-H unique from other programs. The elements define volunteer roles in the lives of 4-H members as mentors, role models and coaches.

What has been done

Leaders were trained through both online programs and face-to-face workshops. Leaders are asked to provide information on events throughout the 4-H year for their clubs showing connections to 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. Agents discussed how to use of 4-H Common Measures to assess whether youth are being effectively engaged, and oversaw 34 projects on community service, service learning and volunteerism.

Results

4-H'ers across districts engage in livestock projects that foster mastery and independence, culminating in exhibits at various local and state fairs. 4-H'ers volunteer in many ways that build responsibility and a sense of belonging in their community and state, and attend camps that encourage an appreciation of Alaska. Overall, 440 adult volunteers and 94 youth volunteers in FY18 provided opportunities for engagement of all kinds, from dance to 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 offer opportunities for membership or involvement for underserved and minority youth. Measure will be demographic parity.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2018	2

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Alaska is a uniquely diverse state. For example, CNN reported in 2015 that Alaska has the top three most diverse census tracts in all of the U.S. Outside of cities, there are many areas with minority youth that can only be reached by boat or plane. Thus, in many rural communities, activities for youth are limited. As the 4-H Essential Elements note, the youth development field recognizes that positive development requires structure, support, skill-building, and "strong links between families, schools and broader community resources." 4-H is uniquely positioned in Alaska to provide such opportunities to underserved youth.

What has been done

4-H harnessed the power of carefully screened volunteers and evidence-based curricula to provide guidance from caring adults in underserved locations like Dillingham and Bethel. 4-H offered programming to groups including youth in foster care or youth facilities. A dog mushing club is held at a local charter school. 4-H also maintains partnerships with Title 1 schools to deliver after-school programming.

Results

The most recent ES237 showed that representation of 4-H youth in Alaska exceeded parity in the areas of Hispanic or Latino youth and Native Hawaiian or other Pacific Islander youth. Approximately 59 percent of the youth enrolled in Alaska 4-H identify as white only, which is

within 2 percent of parity for youth ages 5 to 19 in the state. Culturally relevant programming such as fur trapping, dog mushing, skin sewing, birding and culture camps allows youth to celebrate cultural traditions and build a stronger community identity.

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Appropriations changes
- Competing Public priorities
- Competing Programmatic Challenges

Brief Explanation

Alaska continues to be severely impacted by the falling price of crude oil. The state provides a significant portion of the university's funds, and the university has experienced several consecutive years of reductions. About 40 percent of SNRE funding comes from the state. Between 2014 and 2018, the university system's budget dropped from \$378 million to \$317 million. SNRE, in particular, has faced difficulties with the combination of budget cuts and fixed-cost increases. FY18 saw the retirement of the state 4-H program leader. The position was not replaced, with responsibilities taken on by a district agent.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

A survey of participants at a session for military educators garnered 54 responses. Trainees rated the instruction highly, with an average score of 4.9 on a 5-point scale where 5 indicates the instructor was knowledgeable. Responses also indicated instructor explanations added value to the lecture materials. The majority of respondents rated their learning as "more than expected" and indicated the training will be "very useful" to their daily job. In an open-ended question about what participants will take away from the training, several educators mentioned that they improved their lesson planning skills. Other take-aways included better time management, teamwork/partnerships, new ideas for healthy living activities, and ability to relate classroom activities to 4-H life skills. One attendee wrote that they learned "how awesome 4-H is!" and another said they will encourage more staff to join 4-H.

Volunteer leaders were surveyed for program planners to gain an updated understanding of leaders' training needs. Of the 38 responses, 14 indicated they would be willing to travel anywhere in state to receive training, while 10 preferred to stay within their own town and village. This indicated that continued use of videoconferencing is necessary. The majority of respondents, 32, indicated they would have reliable access to attend via web if they could not make the training in person. Over half, or 22 respondents, prefer annual training, while 36 percent felt biennial would be sufficient. Most respondents preferred early spring (January, February or March) for trainings, which corresponds to a

less busy time for those who facilitate livestock projects. When asked about the educational areas related to 4-H they would be interested in learning about, the most popular responses were livestock, outdoor sports and record books.

Key Items of Evaluation

Agents facilitated positive youth development and trained caring adults to provide a supportive environment for 4-H participants. Youth developed valuable peer relationships and built leadership skills. Educators learned how to build life skills into lesson plans, and partnerships with military installations were strengthened.