

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

**Program # 5**

**1. Name of the Planned Program**

Youth Development

**2. Brief summary about Planned Program**

Extension will promote youth development through education with a focus on skills and knowledge targeting individual learners with the goals of developing competency in various knowledge skills and a content approach using the 4-H follow Mission Mandates: Science, Engineering and Technology; Healthy Lifestyles; and Citizenship. Clubs, school enrichment programs, after-school activities and summer camps will be conducted across Alaska to achieve youth development goals. Training throughout the state, using the Essential Elements of Youth Development, will be the foundation of all youth development programming within this contextual framework that include generosity, belonging, independence and mastery.

**3. Program existence :** Mature (More than five years)

**4. Program duration :** Long-Term (More than five years)

**5. Expending formula funds or state-matching funds :** Yes

**6. Expending other than formula funds or state-matching funds :** Yes

**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%	
608	Community Resource Planning and Development	0%		100%	
801	Individual and Family Resource Management	5%		0%	
806	Youth Development	90%		0%	
	<b>Total</b>	100%		100%	

**V(C). Planned Program (Situation and Scope)**

**1. Situation and priorities**

Of the nearly 100,000 youth who could benefit from positive youth development programming, currently only about 15% of that target population of youth are served by the program. The number of agent/field faculty is small in contrast to the distances between communities. Transportation off the limited road system requires expensive air or limited sea access. Such geographic extremes, combined with a high latitude climate, restrict what programs can be offered. Alaska is also facing increased urbanization and rural outmigration. Military deployment continues to be a major source of stress on a significant percentage of families. Without an equivalent to county agents, we will continue to develop partnerships

with Native corporations, nonprofit agencies, and local, regional and state organizations involved in youth programming to strengthen ownership in programming. Increased administrative function support has improved our ability to reach underserved and minority population activities. The university system strongly supports workforce development, with attention to youth, as a priority in outreach. The number of youth who participate in 4-H programming drops off in adolescence.

**2. Scope of the Program**

- In-State Extension
- Integrated Research and Extension

**V(D). Planned Program (Assumptions and Goals)**

**1. Assumptions made for the Program**

When environments include sustained opportunities for youth to gain a sense of belonging, independence, mastery and generosity, youth make positive life choices. Their contribution in leadership and civic engagement productively influence their communities and their futures. Positive youth development relies on science-based program competencies that promote workforce development and personal goal attainment through long-term, caring interactions with mentors, peer support and experiential learning. Improvements in risk management and volunteer management for volunteer leaders will continue to enhance these youth assets. Increasing membership or involvement in programs has to incorporate new types of club and program activities that meet the relevant needs of single-head of household families, various learning styles and a wide range of socioeconomic strata in the state's diverse populations.

**2. Ultimate goal(s) of this Program**

Borrowing from the vision of 4-H, Alaska youth will be productive citizens and catalysts for positive change to meet the needs of a diverse and changing society. 4-H youth development will be a highly respected resource recognized by the state as a leader in creating a sense of belonging, mastery, independence and generosity through club and project programming to any community with a desire to build youth assets.

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

**1. Estimated Number of professional FTE/SYs to be budgeted for this Program**

Year	Extension		Research	
	1862	1890	1862	1890
2017	8.5	0.0	0.3	0.0
2018	8.5	0.0	0.0	0.0
2019	8.5	0.0	0.0	0.0
2020	8.5	0.0	0.0	0.0
2021	0.0	0.0	0.0	0.0

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

**1. Activity for the Program**

- 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
  - Collaboration between CES nutritionist and AFES economist on obesity grant

**2. Type(s) of methods to be used to reach direct and indirect contacts**

**Extension**

Direct Methods	Indirect Methods
<ul style="list-style-type: none"> <li>• Education Class</li> <li>• Workshop</li> <li>• Group Discussion</li> <li>• One-on-One Intervention</li> <li>• Demonstrations</li> <li>• Other 1 (Camps)</li> </ul>	<ul style="list-style-type: none"> <li>• Public Service Announcement</li> <li>• Newsletters</li> <li>• Web sites other than eXtension</li> <li>• Other 1 (Facebook)</li> </ul>

**3. Description of targeted 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

## V(G). Planned Program (Outputs)

NIFA no longer requires you to report target numbers for standard output measures in the Plan of Work. However, all institutions will report actual numbers for standard output measures in the Annual Report of Accomplishments and Results. The standard outputs for which you must continue to collect data are:

- Number of contacts
  - Direct Adult Contacts
  - Indirect Adult Contacts
  - Direct Youth Contacts
  - Indirect Youth Contact
- Number of patents submitted
- Number of peer reviewed publications

Clicking this box affirms you will continue to collect data on these items and report the data in the Annual Report of Accomplishments and Results.

## V(H). State Defined Outputs

### 1. Output Measure

- Output 1: Volunteers will complete positive youth development training. Measure will be the number of volunteers trained.
  - Output 2: Extension will offer relevant workforce skill development projects for youth. Measure will be the number of workforce and skill development projects.
  - 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.
  - Output 4: Youth Development will offer programming in science, engineering and technology. Measure will be the number of programs offered in this area.
  - 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.
  - Output 6. Integrated activity on childhood obesity will lead to new knowledge. Measure will be databases and publications.
- Clicking this box affirms you will continue to collect data on these items and report the data in the Annual Report of Accomplishments and Results.

**V(I). State Defined Outcome**

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 Target**

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

**2. Outcome Type** : Change in Knowledge Outcome Measure

**3. Associated Knowledge Area(s)**

- 806 - Youth Development

**4. Associated Institute Type(s)**

- 1862 Extension

**Outcome # 2**

**1. Outcome Target**

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. Outcome Type** : Change in Action Outcome Measure

**3. Associated Knowledge Area(s)**

- 806 - Youth Development

**4. Associated Institute Type(s)**

- 1862 Extension

**Outcome # 3**

**1. Outcome Target**

Outcome 3: 4-H educators will offer opportunities for membership or involvement for underserved and minority youth. Measure will be demographic parity.

**2. Outcome Type** : Change in Action Outcome Measure

**3. Associated Knowledge Area(s)**

- 806 - Youth Development

#### **4. Associated Institute Type(s)**

- 1862 Extension

### **V(J). Planned Program (External Factors)**

#### **1. External Factors which may affect 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)

#### **Description**

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(K). Planned Program - Planned Evaluation Studies**

#### **Description of Planned Evaluation Studies**

4-H offers post-activity surveys for many of its programs. The club chartering process can also be an evaluation tool. Obesity grant is using surveys to collect data.