



**National Evaluation of Engaging Youth,  
Serving Community  
Final Report for Year Two**

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# **Goals of the Evaluation And Plan for Final Report**

The objective of the EYSC project is to offer rural youth increased opportunities to engage in youth programs that build important life skills. In Round 1, the EYSC project focused on priorities that emerged from the National Conversation on Youth Development in the 21st Century. The evaluation results of programs funded in Round 1 were published in a Final Report to Council (access the complete report at <http://www.fourhcouncil.edu>).

In a continuing spirit of inquiry and improvement, funding was received to conduct an evaluation of the EYSC projects funded in Round 2. This report provides the evaluation of funded Round 2 EYSC projects and includes: (1) a summary of national and regional statistics regarding participation reported to Council in State Reports and (2) a detailed analysis of program participation and program effectiveness based on national and regional online evaluation data from participating youth and adults.

## **Comparison Between Frameworks: EYSC 1 and EYSC 2**

There are salient differences in the data collected in the first round of project funding, or EYSC 1 and projects funded in the second round, or EYSC 2. Round 1 funding was three times larger, with \$3 million awarded for EYSC 1 projects compared to \$1 million for EYSC 2 projects. As a result of this reduced funding, fewer projects were funded in Round 2 as compared to Round 1. In Round 1, there were 52 pilot programs funded in 47 states and all four Extensions Regions were funded. While there was some overlap among the programs, the state programs were all individual projects and the four regional projects encompassed all states in the extension region. In contrast, only 12 projects were funded in Round 2. Further, in Round 2 several states entered into collaborations with one or more states. A total of 23 states participated in the 12 projects in Round 2.

These differences have important implications for interpreting the results and particularly for comparing the results between data collected in each round of funding. First, there are fewer total adult and youth participants in Round 2 compared to Round 1. However, despite the

decrease (77%) in the number of programs funded, a larger proportion of participants completed surveys in Round 2 compared to Round 1. Second, because there were several program collaborations among the states in Round 2, surveys cannot be accurately assigned to a particular state. Since a regional analysis of the online data may be misleading, the regional section of this report is based solely on summary information obtained from state and regional participation reports to council. Refer to Appendix A in this document for state participation and reporting for projects funded in EYSC 2.

The final evaluation report covers the following topics:

- Section 1 provides an Executive Summary of Round 2 findings and recommendations.
- Section 2 provides an Introduction, including background and rationale for the program and the evaluation.
- Section 3 describes the methods used for data collection.
- Section 4 documents the effectiveness of national EYSC sites in the three core program areas based on the findings from online data collection in accordance with Aim 1.
- Section 5 documents the regional reach of EYSC programs in accordance with Aim 2. The data is based on national and regional participation figures sent to Council.
- Section 6 presents References.
- Section 7 provides Appendices.

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# **National Evaluation of Engaging Youth, Serving Community *Executive Summary of Final Report - Round 2***

To build upon initiatives of the Engaging Youth, Serving Community (EYSC) project, Council awarded additional grants in 2004 to previously funded projects that demonstrated field-tested, effective strategies for overcoming the barriers that limit rural youth's ability to achieve their full potential as productive, positive members of their community and society. Council also extended funding to continue the national survey evaluation to assess progress in support of these program goals:

- (1) Assisting youth to gain skills, experience and confidence needed to emerge as effective leaders and contributing members of society;
- (2) Provide opportunities for after-school program staff to develop the competencies and skills to provide holistic, positive youth development opportunities to school age youth in rural communities;
- (3) Improve their abilities Youth and adults in rural communities to work with diverse partners towards common goals; and
- (4) Improve access for youth and families in rural communities to more opportunities for positive youth development experiences during out-of-school time.

Using the online web evaluation site designed and implemented during the first round of the program, youth and adults from 23 states completed the evaluation survey.

# Major Findings

The findings from the first round of the evaluation study offered an initial understanding of the unique and positive role 4-H Youth Development can offer young people in rural America. The initial data suggested that young people benefited from their participation in the EYSC project, building important relationships with both peers and adults and developing important life skills. The data also provided key information regarding the manner in which programs might be designed, implemented, and conducted to address the specific needs of minority youth and participant gender. Moreover, the data indicated a need to better understand the influence of duration of programming for positive youth outcomes.

Although the second round of the evaluation examined data from the three core program areas using the same method and constructs designed for the first round of EYSC evaluation, caution must be exercised before making any direct comparisons between the two rounds. First, the number of projects funded in Round 2 was much lower than in Round 1, resulting in fewer completed surveys in Round 2. Second, multiple states participated in several projects, and thus accurate regional online participation figures are not available. Third, the data are cross-sectional and thus specific round to round comparisons cannot be made.

In addition, there were several notable differences in the online data collected in the first round of evaluation and the second round of evaluation:

- There were fewer participants in the online evaluation, from 2,958 participants in Round 1 to 2,054 participants in Round 2;
- In Round 1, there was a more equitable distribution of participants in each program area. The distribution of participants in Round 1 was as follows: 30% in 4-H Afterschool, 39% in Youth in Governance, and 31% in Professional and Volunteer Development. The distribution of participants in Round 2 was 15% in 4-H Afterschool, 45% in Youth in Governance, and 40% in Professional and Volunteer Development.
- The proportion of youth/adult participants changed as well. In Round 1, 46% of the participants were youth and 54% of the participants were adults. In Round 2, 54% of the participants were youth and 46% of the participants were adults.
- Although the proportion of youth to adult participants remained the same in 4-H Afterschool programs (66% youth, 34% adults) and similar for participation in Youth in Governance program areas (67% youth, 33% adults), the change in the

proportion of youth and adult participants in Professional and Volunteer Development was dramatic, from 6% youth in Round 1 to 33% youth in Round 2.

Two rounds of data have been collected and analyzed. We have examined key indicators for each of the program goals in each of the rounds of data collected to this point. While these data suggest a positive trend towards achieving program goals, given the cross-sectional nature of the data, caution must be exercised in interpreting these findings.

Nevertheless, Round 1 and Round 2 results suggest that there is stability within the programs. This is one of the keys to providing safe and supportive relationships that can promote the positive development of rural youth. Moreover, young people in both Rounds 1 and 2 reported that they perceived an increase in their critical thinking and effective decision-making. Programs that have adults who provide supportive relationships and can offer opportunities to learn important life skills can offer young people the opportunity to gain the skills, experiences and confidence needed so that they can emerge as effective leaders in their own communities.

The participants from Round 1 and Round 2 saw their experiences in these programs as generally positive. The results indicated that participants perceived an increase in their learning of life skills. Program experiences offered young people the opportunity to improve needed skills to emerge as effective leaders and contributing members of society. Round 1 and 2 results further suggest that youth and adults were able to work together successfully, specifically youth and adults positively reported that youth voice, trust and avoiding barriers to youth involvement were a part of their experience

Key findings in each of the three core program areas and recommendations follow.

## **4-H Afterschool**

- All evaluated goals were reportedly met considerably more than half the time as perceived by both youth and adult participants. The goal of *appropriate structure* was perceived to be the most frequently met by both youth ( $M = 4.1$  on a scale from 1 to 5) and adults ( $M = 4.4$  on a scale from 1 to 5).
- Youth also felt that 4-H Afterschool programs were well-organized, fostered *positive social norms* ( $M = 4.0$ ), and that adult participants were in agreement with youth perceptions ( $M = 4.1$ ).

- Youth rated program *opportunities to belong* ( $M = 4.0$ ) and *integration of family, school, and community* ( $M = 3.3$ ) lower than adults ( $M = 4.3$  and  $M = 3.7$  respectively).
- Adult participants perceived that the programs encouraged *supportive relationships* between youth and adults ( $M = 4.2$ ), while youth rated this component lower than adults ( $M = 3.8$ ).
- Youth rated opportunities to practice *critical thinking skills* ( $M = 3.7$ ) and *effective decision-making* ( $M = 3.6$ ) higher than adults ( $M = 3.3$  for both program goals).

In summary, there were significant differences between youth and adult perceptions on seven of the ten program goals as determined by Chi Square statistics. Adults rated five goals higher than youth (*appropriate structure, opportunities to belong, integration of family, school and community, supportive relationships, and opportunities for skill-building*). It is interesting to note that youth rated both opportunities to practice *critical thinking skills* and *effective decision-making* higher than adults. Youth and adult perceptions were similar regarding *psychological and physical safety, positive social norms, and support for efficacy and mattering*. Taken together, these findings suggest that there may be a gap in how participants interpret the benefits of the program rather than adults being out of touch with youth participants.

- Duration of program participation did not have a significant impact on program goals for either boys or girls.
- However, girls' ratings were higher than boys' ratings on eight of the ten program goals. There was no difference in *supportive relationships* or *integration of family, school, and community*.

These findings regarding gender differences may suggest a reporting bias, with girls more willing than boys to interpret components of the program in a positive light or are more openly enthusiastic. However, it is also possible that the specific program activities are more appealing to girls than to boys.

- Younger youth were more likely to report positive perception of positive *social norms* in the program, which may suggest a difference in program fit, with younger participants thriving in programs that provide clarity and consistency and older participants preferring programs that allow more flexibility and possibility for independence.

## Youth in Governance

- Overall, there were few differences in the youth ratings of program goals. Mean levels for youth indicated that youth perceived the goals of *trust* ( $M = 3.9$ ), *avoiding barriers to involvement* ( $M = 3.9$ ), and *meeting youth needs* ( $M = 3.9$ ) to be the most frequently met. The goals of *youth voice* ( $M = 3.8$ ) and *youth involvement in discussions* ( $M = 3.7$ ) were perceived to be met somewhat less often.
- Adults perceived *respect for youth* as a program strength and reported less positively about the flexibility of *youth role*.
- On program goals reported by both youth and adults, youth ratings were somewhat higher than adult ratings, with *voice*, *trust*, and *avoiding barrier to involvement* significantly differing between youth and adults as indicated by Chi Square tests of significance.

In summary, for both youth and adults, all evaluated goals were reportedly met considerably more than half the time. However, there is room for program improvement (the mean ratings across all measures ranged from 3.7 – 3.9 on a scale of 1 – 5).

- Despite youth participants' high ratings of trust between youth and adults, youth voice and involvement in discussion were rated somewhat lower, suggesting perhaps that the topics and activities discussed in the program may not sufficiently engage youth interest.
- Regarding *youth voice*, greater time in the program predicted more positive perceptions. This may suggest that it takes time before youth feel comfortable enough to contribute their ideas and opinions.
- The relationship between *youth involvement in discussion* and time in program was somewhat different, with youth perceptions of *youth involvement in discussion* peaking for youth who had participated in the program between 6 months and 9 months.

Taken together, these findings suggest that the interaction of youth in youth/adult partnerships is part of an interactive process. The first step in the process may be that youth must invest time in a program before they feel that they have a voice in decision-making matters affecting the program. A second step may be that as they obtain more experience in the program, both youth voice and youth involvement in discussion are likely to increase. A third possible step may be that after an initial growth spurt, youth may experience some

discontent. It may be beneficial to consider this dynamic interaction in subsequent evaluations of youth/adult partnerships.

- Older youth (16-19) seem to report more positive perceptions than younger youth (13-15) in *youth voice*, *youth involvement in discussion*, and meeting *youth needs*. This finding highlights the importance of developmentally appropriate activities. Early adolescents ages 12-14 are not necessarily cognitively ready to be full partners in a community group; however, they need to be engaged in meaningful tasks that increase in the level of responsibility as they move into middle and late adolescence.
- Ethnicity played a role in differences in *youth involvement in discussion* with White youth reporting more involvement in discussion than non-White youth. This may suggest the need for adults to ensure that all youth participants have an opportunity to express their opinion, including youth who may be more reticent to participate.
- Perceptions of both boys and girls regarding program goals were similar.

In summary, these findings underscore the importance of age-appropriate programming for positive youth development. In addition, programs that provide older youth with opportunities for decision-making address adolescents' growing need for independence and autonomy.

## **Professional and Volunteer Development**

- Youth perceived the goal of *youth decision-making* to be the most often met ( $M = 4.5$ ). Youth reports indicated that they felt that *feedback and diversity* goals had been met least often ( $M = 4.1$ ).
- As did youth, adults saw *youth decision-making and responsibility* to be the program goal met most often ( $M = 4.7$ ), followed closely by *recognition of participation* ( $M = 4.6$ ). Adults rated *program effectiveness* as the program goal least often met ( $M = 4.2$ ).
- It is interesting and encouraging to note that the program feature about which adults and youth hold the most similar view was *program effectiveness*, a measure related to how well participants thought the program worked as a learning experience.
- Overall, the average rating of all program components for both youth and adult participants in Professional and Volunteer development opportunities was well-above average.

Although ratings by both youth and adults were well above average, there were significant differences between youth and adult perceptions. Adults' perceptions were higher than youth

on five of the six program goals as determined by Chi Square statistics. Youth and adult perceptions were similar regarding *program effectiveness*. Taken together, these findings may suggest a rating bias with youth underrating and adults overrating their response. Given the agreement on program effectiveness, it is also possible that youth and adults use different criteria for rating the program.

- Youth who participated longer reported more positive perceptions in four of the six program goals: *youth decision/responsibility, feedback/diversity, recognition of participation, and developing youth opportunities/skills*.
- The combination of age and ethnicity impacted youth perceptions, with older white youth reporting the most *decision making/responsibility* compared to older non-white youth, who reported the least. In addition, older white youth reported the highest positive program effectiveness, while younger white youth reported the least.
- There were no differences in perception reported between girls and boys.

## **Recommendations**

This study provides additional information on how the EYSC project influenced the lives of rural youth. Similar to the results from Round 1 evaluation, there were positive findings suggesting that young people benefited from their participation in 4-H Afterschool programs, the Youth in Governance programs, and Professional and Volunteer Development opportunities. On average, both rural youth and adults speak positively about their experiences in all three core program areas. The findings from this study also provided key information regarding the manner in which programs might be designed, implemented, and conducted. Given these findings, the following are key recommendations.

### **Future Program Development**

- Careful consideration should be given to matching the type of program and the duration of the program, as findings indicate that program duration had different effects in each of the three core program areas.
- Similarly, while gender, age, and ethnicity are important factors to consider, the effects may not be uniform across types of programs.
- There should be an intentional focus on designing and implementing meaningful ways in which to recognize the young people who participate.

- Provide staff and volunteer training to include relationship-building skills to ensure that all adults have the skills necessary to build positive relationships with all youth.
- Provide staff and volunteer training to include life skill training with a specific focus on working with males and females.
- Provide staff and volunteer training to include diversity training to ensure that all young people feel welcome and safe in the program.

## **Future Program Evaluation**

- Consider additional ways to measure program impact other than length of time in the program.
- Ensure that the initiative is complementary to and adds value to existing initiatives. Alternatively, establish the unique function and role of the new initiative to be separate and distinct from other existing national-level projects and initiatives.
- Ensure that funding for program and evaluation activities are adequate and in place before program and evaluation activities begin.
- Appoint a planning team that includes diverse stakeholders (for example, program, administrative, and evaluation personnel) to develop the goals and objectives of both programmatic activities and evaluation activities.
- Establish clear systems of accountability and authority for program and evaluation functions, including a plan for concrete ways to be responsive to programs at the local, state, and regional levels.



# **National Evaluation of Engaging Youth, Serving Community Final Report - Round 2**

In September 2002, National 4-H Council received funding from USDA to implement the "Engaging Youth, Serving Community" project. During Round 1, fifty-two projects funded programs in one or more of the following core program areas:

- *4-H Afterschool*: Providing increased access to safe and inviting Afterschool programs that provide positive youth development experiences.
- *Youth In Governance*: Expanding the reach of youth as equal partners in civic governance and decision-making and introducing adults and organizations in the public and private sectors to the benefits of youth/adult partnerships.
- *Professional And Volunteer Development*: Providing training and resources to youth and adults that will increase their capacity to provide positive youth development experiences, create safe places for all youth, and engage youth as full partners.

The Council also awarded funds to a national Evaluation Team for an online survey evaluation initiative. The evaluation initiative was unique in several ways. First, it was one of the first national studies of 4-H Youth Development *Afterschool* and *Youth in Governance* programs. Second, it employed a web-based survey format, offering both youth and adults the opportunity to directly enter their data into the evaluation system. The findings from the Round 1 evaluation offered an initial understanding of the unique and positive role 4-H Youth Development can offer young people in rural America.

In an effort to build upon initiatives begun in the first phase of the program, Council awarded additional grants in 2004 to projects that demonstrated field-tested, effective strategies for overcoming the barriers that limit rural youth's ability to achieve their full potential as productive, positive members of their community and society. Funded projects for Round 2 involved rural youth in the design and implementation of their educational activities in one or more of the three core program areas (i.e., 4-H Afterschool, Youth in Governance, Professional and Volunteer Development). The selected projects demonstrated a clear commitment to participate in the EYSC2 national evaluation plan, as developed under the EYSC1 grant.

Through this additional funding, the National 4-H Council sought to strengthen progress towards the following objectives:

- youth in rural areas will gain the skills, experience, and confidence needed to emerge as effective leaders and contributing members of society;
- after-school program staff will develop the competencies and skills to provide holistic, positive youth development opportunities to school-age youth in rural communities;
- youth and adults in rural communities will improve their abilities to work with diverse partners toward common goals, and;
- youth and families in rural communities will have access to more opportunities for positive youth development experiences during out-of-school time.

Council subsequently awarded additional funds to the University of Arizona to continue the evaluation work in Round 2. The continuation of the national evaluation project focused on two aims:

**AIM 1:** Document the effectiveness of funded Round 2 EYSC sites in each of the three core program areas; and

**AIM 2:** Document the Regional results of funded Round 2 EYSC programs consistent with the core program areas and provide a summary of program activity by region.

The evaluation followed a format similar to that used in Round 1. Specifically, youth and adult program participants were asked to complete online surveys to collect information from individual EYSC 2 project sites. The online data collection system was a web-based interface designed to collect information about youth and adults perceptions of funded programs.

## **Background**

After-school experiences are of critical importance for the positive development of youth. These experiences provide a developmental context shown to have an impact that is equally important as other contexts, such as schools, families, peers, and communities. Time spent in after-school programs, in fact, may be the most consistent predictor of youth thriving, contributing to such valued outcomes as enhanced self-esteem, increases in school performance, aspirations to attend college, resilience, willingness to help others, leadership qualities, efforts to maintain good physical health, and engagement in political and social activities in young adulthood (Holland & Andre, 1987; Scales, Benson, Leffert, & Blyth, 2000; Scales & Leffert, 1999; Quinn, 1995).

Participation in structured after-school experiences also promotes such assets as social skills, positive identity, a commitment to learning, and positive moral values. Further, these structured after-school experiences provide opportunities for youth to have meaningful connections to their communities (Zeldin, 2000) and other adults (Camino, 2000). Additionally, after-school experiences have been found to be critical in helping immigrant youth successfully adapt to their new culture (Roffman, Suárez-Orozco, & Rhodes, 2003). Moreover, the assets associated with high quality after-school program participation have been found to be negatively associated with risk behaviors (e.g., alcohol and substance use, antisocial behavior and delinquency, school misconduct and failure, and early unprotected sex) (Dryfoos 1990, 1998; Ericson, 2001; Hawkins, Catalano, & Miller, 1992; Oetting & Donnermeyer, 1998; Perkins & Borden, 2003; Scales & Leffert, 1999). Given these positive findings, it is critical that researchers identify strategies or approaches that can successfully engage and sustain the participation of youth, especially previously underserved youth.

### **Optimal Youth Program Goals – Context and Content**

Researchers studying the reasons for such positive associations have theorized that after-school experiences provide more simultaneous opportunities for motivation and concentration than schools or peers (Larson, 2000). Researchers and practitioners alike have contributed to our knowledgebase regarding the specific features of after-school programming that contribute to *CONTEXT* and *CONTENT* likely to produce positive outcomes (Barber, Eccles & Stone, 2001; Eccles & Barber, 1999; Perkins, Borden, & Villarruel, 2001; Scales & Leffert, 1999; Whalen & Wynn, 1995; Zeldin, 1995):

The following key program features have been identified by numerous scholars (e.g., Catalano, Berglund, Ryan, Lonczak, & Hawkins, 1999; Eccles & Gootman, 2002; Lerner, 1995, 2001; Lerner, Villarruel, & Castellino, 1999; McLaughlin, 2001; Perkins & Borden, 2003; Roth Brooks-Gunn, Murray, & Foster, 1998) as being essential to the creation of positive contexts for the development of young people, and they have an impact on how the quality of the program is perceived by participants:



- Physical and psychological safety
- Appropriate structure (appropriate and clear rules and expectations)
- Supportive, respectful relationships
- Opportunities to belong
- Positive social norms
- Affirmation from peers and adults
- Experiences of family and community support
- Integration of family, school, and community efforts

The content of programming has also been intensively studied in recent years. Though programs may pursue many different specific content goals, there are some important content features that span many different kinds of programming:



- Decision-making opportunities
- Meaningful roles and empowerment
- Reinforcement of core knowledge and skills
- Experiential learning opportunities
- Learning and practicing new physical, social, and intellectual skills
- Opportunities to develop and express passion and creativity
- Constructive use of time/alternatives to problem behavior

## The Evaluation Process

The primary data for the evaluation of program participation was collected from individual participants using the website designed specifically for EYSC and used in the first round of the evaluation. In August 2004, field staff received training by core program area in support of the evaluation effort. The goal of this evaluation step was to understand the perception of program qualities held by individual participants across the nation; thus, the online data collection was designed from this perspective. The online data system was developed to collect information for each program area based on the goals and content of the program. The survey assessed participants' perceptions of program context and skills learned to obtain a better understanding of the program's effectiveness from the participants' point of view. Participants logged onto the website using an assigned identification number and password. After entering their project's state and county, they were directed to the appropriate pages of the survey. The evaluation surveys involved neither participant identification nor sensitive questions. On the welcome page, there was a link to another evaluation project—the *Extension Cares Initiative*. In some cases, site staff printed surveys and then administered them with paper and pencil. In such cases, staff subsequently entered data and filled-out surveys, which were then sent to the University of Arizona in accordance with confidentiality policies.

Because this evaluation involved interacting “with human subjects for purposes of federally-supported research,” the procedures and documents associated with the project were renewed by the University of Arizona Institutional Review Board to ensure compliance with the Federal Policy for the Protection of Human Subjects. The online program data collection for this second round of data collection began in May, 2004 and continued through November, 2005, spanning a total of 19 months.

A secondary source of data for the evaluation involved summarizing participation information provided to the National 4-H Council by State Project Leaders after the completion of their second round in the project. A state report was designed to solicit answers to questions about the number of youth and adults involved in 4-H Afterschool, Youth in Governance/Youth Adult Partnerships, and Professional and Volunteer Development programs as well as the number of hours invested by participants. Reports also included descriptions of projects. Section 5 provides a summary of the information elicited in these reports. Such a summary serves to give a broad view of the national scope of the EYSC project as well as to paint a picture of how EYSC functioned in real communities with real young people.



## Methods

### National Evaluation: Online Survey

#### Sample

In this section, we present a comparison between the evaluation participation in the first and second rounds of the project. Table 1 presents a comparison of participation in the online evaluation between the two rounds. Overall, there were fewer participants in the online evaluation project in Round 2 (2,958 completed surveys in Round 1 and 2,054 in Round 2). The change varied by program area, with the largest change in online evaluation participation for 4-H Afterschool programs, followed by Youth in Governance, and finally Professional & Volunteer Development. Interestingly, youth participation in the evaluation of Professional & Volunteer Development programs increased dramatically in Round 2.

	<b>4-H Afterschool</b>		<b>Youth In Governance</b>		<b>Professional &amp; Volunteer Development</b>		<b>Total</b>	
	Round 1	Round 2	Round 1	Round 2	Round 1	Round 2	Round 1	Round 2
Total	880	304	1,149	934	929	816	2,958	2,054
% Change		65		29		12		31
Youth	582	202	739	629	54	271	1,375	1,102
Adult	298	102	410	305	875	545	267	952

In the next section, we present a more detailed discussion of the findings of analyses performed on the data collected in Round 2. Tables 2-4 provide breakdowns of the characteristics of the 2,054 program participants who took part in the evaluation component of the EYSC Program: by role (youth or adult), gender, age, time in programs and 4-H, and ethnicity. Appendix B provides information regarding numbers of participants in the online survey from each participating county within each state.

## Gender

Table 2 summarizes the gender breakdown of EYSC participants in each program who took part in the evaluation. As is typical, more females than male youth participated -- 71% versus 29%. Note that category figures do not match totals because of missing values (e.g., a number of participants did not indicate their gender, ethnicity).

	<b>4-H Afterschool</b>		<b>Youth In Governance</b>		<b>Professional &amp; Volunteer Development</b>		<b>Total</b>	
Total	304		934		816		2,054	
Youth	202		629		271		1,102	
Females	148	73%	460	74%	172	64%	780	71%
Males	54	27%	162	26%	99	36%	315	29%
Adults	102		305		545		952	
Females	87	85%	224	77%	451	84%	762	80%
Males	15	15%	67	23%	88	16%	170	18%

## Age and Time in Program and 4-H

Table 3 first describes the average age of rural youth evaluation participants in each program. Youth were, on average, 14 years old. Youth had participated in their programs for an average of nine months and had been involved in 4-H for approximately four years. Adult volunteers and staff had participated in their programs for an average of 16.5 months and had been involved in 4-H for 7 ½ years.

<b>Table 3. Age and Time in 4-H and EYSC Programs of Evaluation Participants</b>				
	<b>4-H Afterschool</b>	<b>Youth In Governance</b>	<b>Professional &amp; Volunteer Development</b>	<b>All</b>
<b>Age</b>				
Youth	11.6	14.9	15.4	14.0
Adult	37.9	40.8	40.5	39.7
<b>Average Months in Program</b>				
Youth	5.4	12.5	9.8	9.2
Adult	15.7	10.7	23.2	16.5
<b>Average Years in 4-H</b>				
Youth	1.1	5.0	5.7	3.9
Adult	6.0	8.8	8.1	7.6

## Ethnicity

Table 4 outlines information regarding program participants' ethnicity in both adult and youth roles and indicates the overall numbers of survey participants in both roles. The 1,102 youth aged ten and up who participated in the evaluation comprised 54% of our sample population. Non-majority rural youth represented 15% of the sample participating in the evaluation: African American, 7%, American Indian/Alaskan Native, 3%, Asian, 1%, and Hispanic, 4%. European American youth comprised 65% of the sample. The remaining 20%

either self-identified as *other* or did not respond. Adult participants aged 19 and up comprised 46% of the study sample. Respondents indicated African American ethnicity 9%, American Indian/Alaskan Native, 2%, Asian, 3%, and Hispanic, 2%. European American adults comprised 72% of the sample. The remaining 12% of the adults sample either self-identified as *other* or did not report ethnicity.

<b>Table 4. Ethnicity of Evaluation Participants</b>								
	<b>4-H Afterschool</b>		<b>Youth In Governance</b>		<b>Professional &amp; Volunteer Development</b>		<b>Total</b>	
Total	304		934		816		2,054	
Youth	202		629		271		1,102	54%
Adults	102		305		545		952	46%
<b>African American</b>								
Youth	19	10%	36	8%	18	7%	73	7%
Adults	18	18%	28	11%	40	8%	86	9%
<b>American Indian/Alaskan Native</b>								
Youth	11	6%	22	5%	0	0%	33	3%
Adults	0	0%	14	6%	1	0%	15	2%
<b>Asian</b>								
Youth	0	0%	7	2%	0	0%	7	1%
Adults	0	0%	3	1%	22	4%	25	3%
<b>European American</b>								
Youth	132	67%	363	76%	217	89%	712	65%
Adults	78	80%	193	79%	410	82%	681	72%
<b>Hispanic</b>								
Youth	9	5%	26	6%	7	3%	42	4%
Adults	0	0%	5	2%	17	3%	22	2%

# Measures

In this section, we provide explanations of the constructs measured for each program, with definitions of the constructs and sample items. We introduce the constructs used in surveying perceptions regarding all three programs in sequence. The online evaluation surveys collected information with specific instruments designed for each program area based on the goals and content of the program. These are the same surveys that were used in Round 1 evaluation. The surveys asked questions to determine participant perceptions of program context and skills learned in order to gain a better understanding of the program’s effectiveness. The surveys collected information to see how effective the programs worked in addressing such program goals as safety, communication between young people and adults, and other key program qualities. These surveys were developed from instruments previously tested by members of the NYDC and others. The following measures were chosen to represent important program characteristics that have been determined to be important for positive youth development.

## 4-H Afterschool Constructs appearing in both youth and adult surveys.

<i>Construct</i>	<i>Conceptual Definition and Sample Item</i>
<b>Physical/Psychological</b>	Safe facilities and safe peer group interaction.
<b>Safety</b>	Sample item: <i>In this program, young people feel safe from bullying, 1=never to 5=always.</i>
<b>Appropriate Structure</b>	Limit setting, clear and consistent rules and expectations, clear boundaries, and age-appropriate monitoring.  Sample item: <i>In this program, guidelines and rules are enforced fairly, 1=never to 5=always</i>
<b>Supportive Relationships</b>	Warmth, closeness, caring, support, guidance, and respect.  Sample item: <i>In this program, young people have opportunities to build positive relationships with adults, 1=never to 5=always</i>

<b>Opportunities to Belong</b>	<p>Opportunities for meaningful inclusion and acceptance.</p> <p>Sample item: <i>In this program, adults get to know young people by interacting with them, 1=never to 5=always</i></p>
<b>Positive Social Norms</b>	<p>Standards of fairness and respect are upheld.</p> <p>Sample item: <i>In this program, young people treat each other with kindness, 1=never to 5=always</i></p>
<b>Support for Efficacy Mattering</b>	<p>Youth based, empowered practices, youth voice, meaningful challenge.</p> <p>Sample item: <i>In this program, young people are encouraged to play an active leadership role, 1=never to 5=always</i></p>
<b>Opportunities for Skill Building</b>	<p>Opportunities to learn skills, exposure to intentional learning.</p> <p>Sample item: <i>In this program, young people learn to treat others with respect even if they are different, 1=never to 5=always</i></p>
<b>Integration, Family/School/Community</b>	<p>Coordination and synergy among family, school, and community.</p> <p>Sample item: <i>In this program, family members are encouraged to visit or attend events and activities, 1=never to 5=always</i></p>

**Critical Thinking**

Young people can express thoughts on problems, understand issues, and be open-minded to different ideas when thinking through the best ways to handle an issue.

Sample item: *In this program, youth learn to look for information to help them solve problems, 1=never to 5=always*

**Decision-Making**

Youth are given opportunities for experience with decision-making processes.

Sample item: *In this program, Young people learn how to make decisions, 1=never to 5=always*

**4-H Afterschool Constructs appearing only in adult surveys.**

<i>Construct</i>	<i>Conceptual Definition and Sample Item</i>
<b>Support for Staff</b>	<p>Training and support are in place to help staff understand the supports young people need for positive development.</p> <p>Sample item: <i>In this program, staff are provided with information about the program's philosophy and objectives, 1=never to 5=always</i></p>
<b>Collaboration/ Evaluation</b>	<p>The culture of the program is open to outreach, collaboration, and feedback.</p> <p>Sample item: <i>In this program, young people provide evaluation feedback about the program, 1=never to 5=always</i></p>

## Youth in Governance Constructs appearing in both youth and adult surveys.

<i>Construct</i>	<i>Conceptual Definition and Sample Item</i>
<b>Youth Voice</b>	<p>Youth have opportunity to speak about their ideas and opinions as well as to contribute to the discussion in decision-making.</p> <p>Sample item: <i>How often do you/youth believe that on most boards and committees, youth have an equal voice in the decision-making process of the committee? 1=never to 5=almost always</i></p>
<b>Trust</b>	<p>Youth and adults share information and have developed trusting relationships.</p> <p>Sample item: <i>How much do the adult committee members trust you/youth committee members? 1=never to 5=almost always</i></p>
<b>Youth Needs</b>	<p>Youth perceive that adults are considerate of their needs.</p> <p>Sample item: <i>How often are adults on the committee positive and responsive to your/youth's needs and questions? 1=never to 5=almost always</i></p>
<b>Barriers to Involvement</b>	<p>Activities are scheduled so that youth are able to participate.</p> <p>Sample item: <i>How often are youth's school schedule and responsibilities barriers to you/youth being involved in a youth/adult partnership? 1=never to 5=almost always</i></p>
<b>Youth Involvement in Discussion</b> (Youth survey only)	<p>Youth are encouraged to be engaged participants in discussions.</p> <p>Sample item: <i>How often do adults ask you about your thoughts and opinions? 1=never to 5=almost always</i></p>

## Youth in Governance constructs used only in adult surveys.

<i>Construct</i>	<i>Conceptual Definition and Sample Item</i>
<b>Positive Relationships</b>	<p>Youth have opportunities for mentoring by peers and adults.</p> <p>Sample item: <i>How often do you believe that on most boards and committees, youth receive coaching or assistance from an adult on the team? 1=not at all to 5=a lot</i></p>
<b>Youth Inclusion</b>	<p>Adults actively include and involve youth, sharing leadership.</p> <p>Sample item: <i>In your youth adult partnership, how often do you actively and consistently consult youth? 1=never to 5=almost always</i></p>
<b>Respect for Youth</b>	<p>Adults assure that youth have meaningful roles and are supported in their participation.</p> <p>Sample item: <i>In your youth/adult partnership, how often do you engage in respectful conversations with youth? 1=never to 5=almost always</i></p>
<b>Youth Role</b>	<p>Adults report that youth are able to take more responsible roles throughout the collaboration.</p> <p>Sample item: <i>How often do you believe that on most boards and committees, youth are able to choose their role on a board? 1=not at all to 5=a lot</i></p>

**Professional and Volunteer Development constructs appearing in both youth and adult surveys.**

<i>Construct</i>	<i>Conceptual Definition and Sample Item</i>
<b>Decision-Making Responsibility</b>	<p>Encouraging youth in developing skills of decision-making <b>and</b> and taking responsibility.</p> <p>Sample item: <i>As an adult working with youth in a non-formal setting, you encourage youth to accept positions of responsibility and leadership, 1=not at all to 5=all the time</i></p>
<b>Goal Achievement</b>	<p>Accomplishing the tasks at hand by planning, organizing, coordinating, and controlling both resources and people.</p> <p>Sample item: <i>As an adult working with youth in a non-formal setting, you actively involve youth in evaluating programs/activities, 1=not at all to 5=all the time</i></p>
<b>Feedback/Diversity</b>	<p>Encouraging understanding between family, youth, and program as well as an appreciation for diversity.</p> <p>Sample item: <i>As an adult working with youth in a non-formal setting, you foster and promote an understanding of/appreciation for diversity (e.g., gender, racial, ethnic, cultural, sexual orientation, physical, etc.), 1=not at all to 5=all the time</i></p>
<b>Recognition</b>	<p>Community and program recognition, support, and opportunities to make meaningful contributions.</p> <p>Sample item: <i>As an adult working with youth in a non-formal setting, you provide youth with opportunities to participate in their communities through youth-led service, 1=not at all to 5=all the time</i></p>

**Developing Youth  
Opportunities/Skills**

Providing opportunities for youth to develop skills of self-advocacy and collaboration.

*Sample item: As an adult working with youth in a non-formal setting, you provide youth with skills necessary to advocate for themselves, 1=not at all to 5=all the time*

**Program Effectiveness**

Program has offered effective learning experiences for youth-adult collaboration.

*Sample item: This program has helped me learn new approaches to working effectively with youth, 1=not at all to 5=all the time*

## **Evaluation Findings Regarding Program Effectiveness**

In this section of the report, we present the results of our analysis of the evaluation data collected throughout the project. We describe our findings in each of the core program areas (i.e., 4-H Afterschool, Youth in Governance, and Professional and Volunteer Development).

### **4-H Afterschool**

The web-based evaluation instrument for EYSC programs addressing 4-H Afterschool was a 44-item survey measuring key features of the program setting or climate that research has shown to promote positive development and life skills most likely to be targeted in Afterschool settings.

This is a new area that did not have existing measures. Therefore, drawing from the work of Eccles and Gootman (2002), the *Assessing Afterschool Environments* instrument was designed for this study (Borden, 2002). In addition, measures chosen for the survey included opportunity provision for key life skills, such as decision-making, critical thinking (measures derived from Mincemoyer & Perkins, 2003), communication, and problem solving (measures derived from Barkman, 2002). All items were measured on a five point Likert type scale where 1= Never, 2=Sometimes, 3=about ½ the Time, 4=Most of the Time, and 5=Always. Table 4.1 enumerates mean scores (and standard deviations) summarized for all respondents. The higher the mean score, the more frequently respondents reported this category being addressed well within the 4-H Afterschool experience.

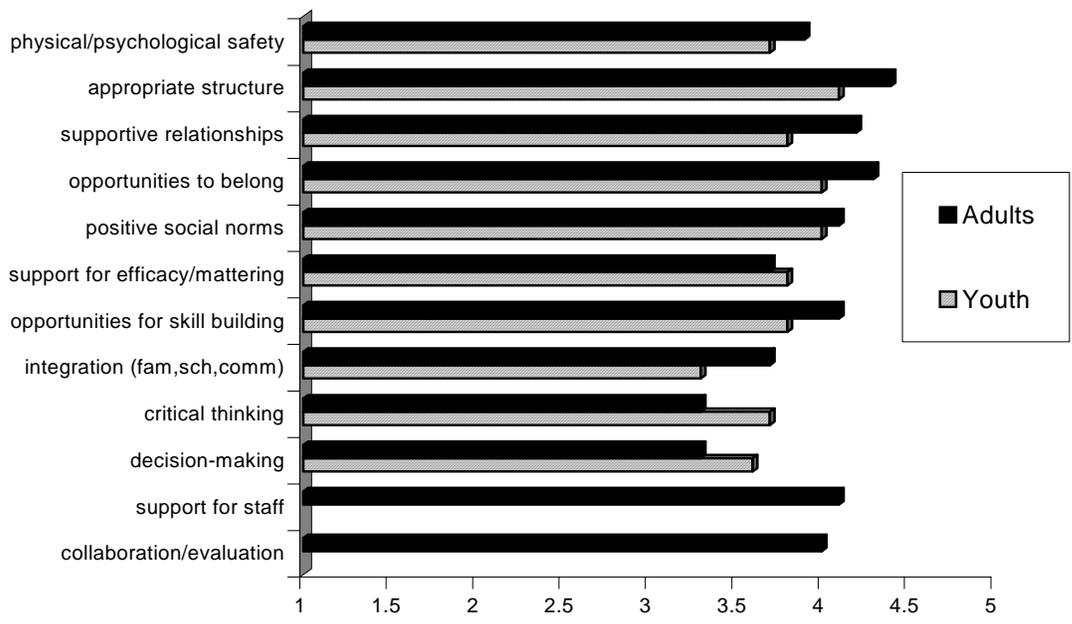
To reiterate, these are the constructs measured in online surveys for 4-H Afterschool evaluation participants:

- physical/psychological safety
- appropriate structure
- supportive relationships
- opportunities to belong
- positive social norms
- support for efficacy and mattering
- opportunities for skill-building
- integration of family/community/school
- decision-making
- critical thinking
- support for staff
- collaboration and evaluation

Figure 4.1 indicates the relative strengths of the program in the perceptions of adults and youth. Mean levels for youth (see also Table 4.1) indicate that they perceived the goal of

*appropriate structure* to be the most frequently met. All evaluated goals were reportedly met considerably more than half the time. Youth also gave relatively high ratings to program features of *opportunities to belong* and *positive social norms*. The goal of *integration of family, school, and community* was perceived to be met the least often. Adults agreed with youth that *appropriate structure* was the goal most frequently met. Adults perceived that *critical thinking opportunities* and *decision-making* were least often met. Adults also gave relatively high ratings to program features of *supportive relationships* and *opportunities to belong*.

**Figure 4.1. 4-H Afterschool Program Features**



<b>Table 4.1. Means and Standard Deviations for 4-H Afterschool Constructs of Interest for Youth and Adults.</b>				
	Youth		Adults	
<b>4-H Afterschool</b>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
physical/psychological safety	3.7	.9	3.9	.6
appropriate structure	4.1	.9	4.4	.4
supportive relationships	3.8	.8	4.2	.6
opportunities to belong	4.0	.9	4.3	.6
positive social norms	4.0	1.0	4.1	.5
support for efficacy/mattering	3.8	1.1	3.7	.9
opportunities for skill building	3.8	.9	4.1	.6
integration (family, school, community)	3.3	1.2	3.7	.9
critical thinking	3.7	1.0	3.3	.7
decision-making	3.6	1.0	3.3	.9
support for staff			4.1	.9
collaboration/evaluation			4.0	.8

Overall, both youth and adult participants felt that 4-H Afterschool programs were well-organized, fostering both positive social norms and providing opportunities to belong. Adult participants perceived that the programs encouraged positive and supportive relationships between youth and adults. Although youth rated this component somewhat lower than adults, it was still rated as being met most of the time. In general, adults rated many of the program features higher than youth did. Future evaluations may find it beneficial to explore what adult behaviors and program activities contribute to youth feeling supported by adults, as this approach may offer additional insight into the gap between adult and youth perceptions of the program. In the next section, we examine the factors that contribute to youth perceptions of the program in more detail.

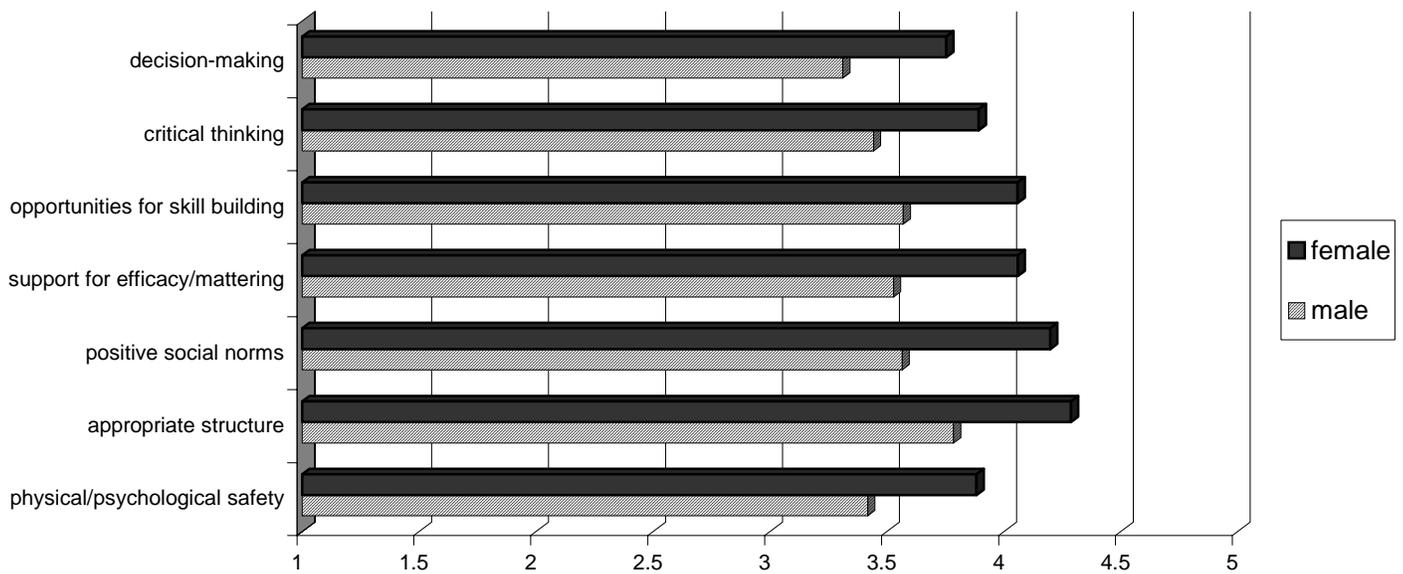
### **Do Program “Effects” Differ by Gender, Ethnicity, Age, and Time in the 4-H Afterschool Program?**

**Time in Program and Gender.** A three by two (time in program x gender) multivariate analysis of variance (MANOVA) was performed on youth data to assess potential main effects of time in program and gender as well as for interactions between time in program and gender on the constructs of interest. MANOVA results indicated that the constructs were not significantly related

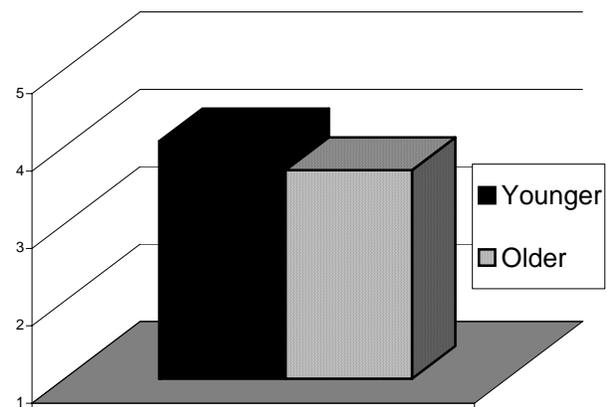
to time in program or to gender. The multivariate interaction of gender and time in program was not significant for the constructs as a set.

However, between-subjects tests for each construct revealed significant main effects of gender for *physical/psychological safety, appropriate structure, positive social norms, support for efficacy/mattering, opportunities for skill building, critical-thinking, and decision-making* (see Figure 4.2). Overall, females reported more positive perceptions regarding the program. There were no main effects of time in program, nor were there interaction effects between time in program and gender.

**Figure 4.2. Program Features by Gender**



In summary, the lack of interaction effects by gender and time in program suggests that overall, youth perceptions of the components of the program are consistent over time and across gender. The more positive perceptions of females compared to males may suggest a reporting bias, with females more willing than males to interpret components of the program in a



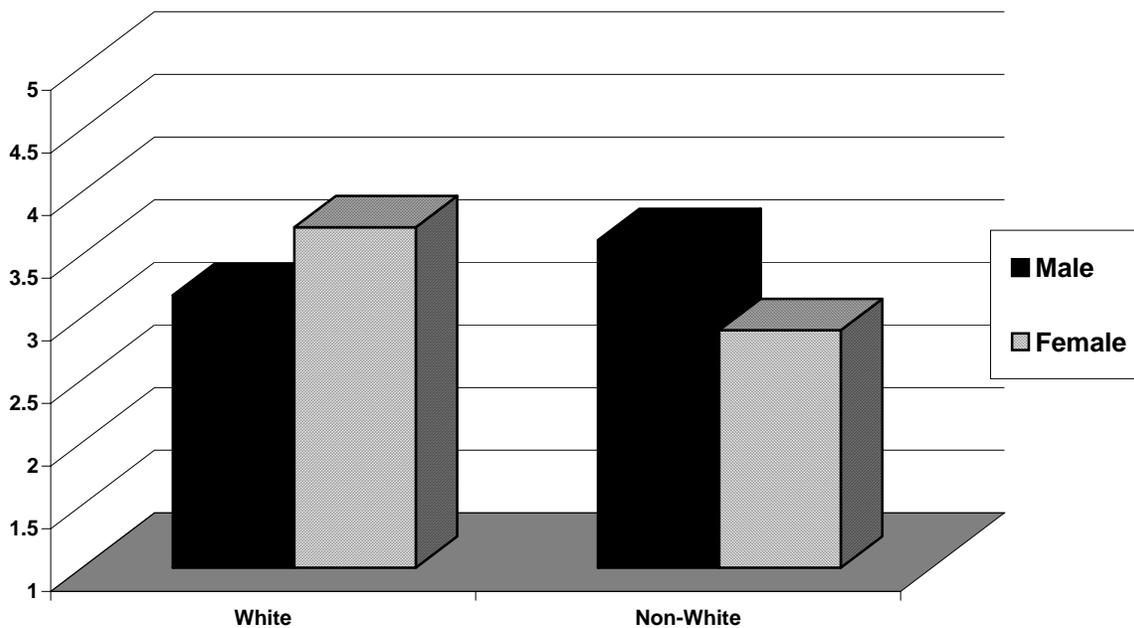
**Figure 4.3 Positive Social Norms by Age**

positive light or are more openly enthusiastic. It is also possible that the specific program activities are more appealing to females than to males. This would be an important matter to investigate in future program evaluations.

**Ethnicity and Age of Youth.** A separate MANOVA assessed potential differences regarding ethnicity and age of participants. Results indicated that the constructs as a set were indeed significantly related to age of youth [Wilks' criterion = .85,  $F(10,142) = 2.535, p < .01$ ]. Between-subjects tests for each construct revealed a significant main effect of age for *positive social norms* ( $F(1,151) = 4.55, p < .05$ ). Younger youth were more likely to report positive perception of positive social norms in the program. The more positive perceptions of younger compared to older youth regarding positive social norms may suggest differences in developmental fit with the program. Specifically, younger participants may thrive in programs that provide clarity and consistency, whereas older participants may prefer programs that allow more flexibility and possibility for independence.

There were no main effects regarding ethnicity or interaction effects between age and ethnicity. Despite the lack of significant findings, we decided to conduct additional analyses to consider why *integration among school, family, and community* received the lowest score by youth (see Figure 4.1 and Table 4.1). To do this, we decided to examine each of the questions in the scales independently to see if youths' perceptions regarding integration varied by demographic characteristic, such as gender, ethnicity, or age. Interestingly, there was an interaction effect of ethnicity and gender regarding youths' perceptions that the program encouraged family visitation to the program (see Figure 4.4). White female youth perceived that their family was most encouraged to visit the program, followed by Non-White male youth. However, Non-White females had the lowest perception regarding family encouragement to visit the program ( $F(1,150) = 4.33, p < .05$ ).

Figure 4.4. Family Visitation by Ethnicity and Gender



These analyses suggest that even when the overall perception of youth is positive about a program component, there are likely to be differences based on the specific characteristics of youth participants. Further, these differences may affect their perceptions of the program and possibly their continued participation. Thus, it is important to probe more deeply into program perceptions as a way to unmask potential problems for selected youth and identify ways to improve the program.

### **Youth Adult Partnerships/Youth in Governance:**

The web-based evaluation instrument for EYSC programs addressing Youth in Governance was a 44-item survey measuring respondents' perceptions of youth involvement as well as adults' knowledge and attitudes. The survey focused on five constructs related to experiences of decision-making and leadership as well as experiences in working in partnership with adults. This is a new area that does not have existing instruments. Therefore, drawing from the emerging research in this area (Flanagan, Bowes, Jonsson, Csapo, & Sheblanova, 1998; National Youth Employment Coalition, 2001; Zeldin, Day, & Matysik, 2001), we modified a recently developed instrument (Perkins, 2002) that measures youth voice, youth engagement, and youth responsibilities and developed the *Youth Adult Partnerships/Governance* assessment instrument (Perkins & Borden, 2003). The constructs designed to measure features most important to Youth Adult Partnerships/Youth in Governance include:

- Youth Voice
- Trust
- Youth Needs
- Barriers to Involvement
- Youth Involvement in Discussion
- Positive Relationships
- Youth Inclusion
- Respect for Youth
- Youth Role

Figure 4.5 indicates the relative strengths of the program in the perceptions of adults and youth. Constructs were measured on a five point Likert type scale where 1= Never, 2=Rarely, 3=Sometimes, 4=Often, and 5=Almost Always. The higher the mean score, the more positive the respondents reported this category to be within the Youth in Governance experience.

**Figure 4.5. Youth in Governance Features**

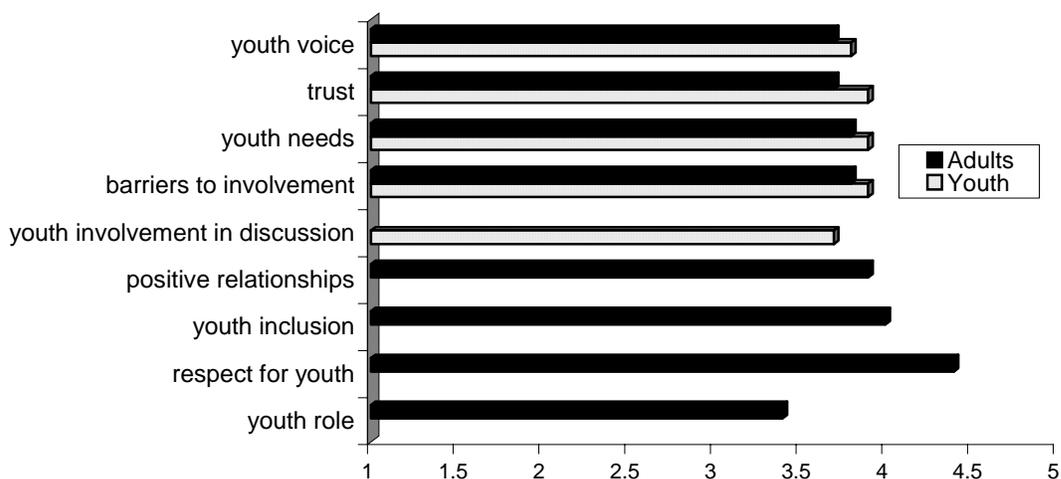


Table 4.2 lists mean scores (and standard deviations) for constructs summarized for all respondents. Mean levels for youth indicate that youth perceived the goals of *trust*, *youth needs*, and *barriers to involvement* to be the most frequently met. The goal of *youth involvement in*

*discussions* was perceived to be met the least often by youth. Adults perceived *respect for youth* as a program strength and reported less positively about the flexibility of *youth role*.

<b>Table 4.2. Means and Standard Deviations for Youth in Governance Constructs of Interest for Adults and Youth</b>				
	Youth		Adults	
<b>Youth In Governance</b>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
youth voice	3.8	.8	3.7	1.0
trust	3.9	.7	3.7	.6
youth needs	3.9	.7	3.8	.8
barriers to involvement	3.9	1.1	3.8	.8
youth involvement in discussion	3.7	.8		
positive relationships			3.9	.9
youth inclusion			4.0	.8
respect for youth			4.4	.6
youth role			3.4	1.0

Overall, there were few differences in the youth ratings of program components. In general, both youth and adult participants rated the program components as being met considerably more than half the time. Further, youth ratings were somewhat higher than adult ratings. It is interesting to note that despite youth participants' high ratings of trust between youth and adults, youth voice and involvement in discussion were rated somewhat lower. It may be that youth are not as invested as adults in the topics and activities discussed in the program. It may also suggest that there is a lag in time between youth feeling comfortable in partnership with adults and youth speaking up as active contributors. The latter possibility is examined further in the next section.

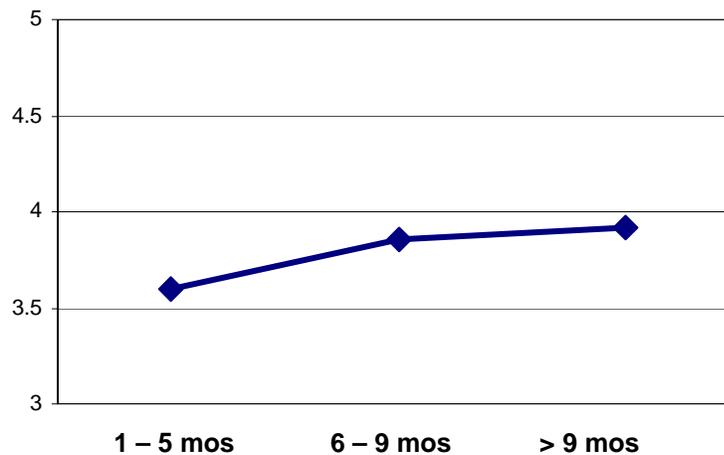
### **Do Program “Effects” Differ by Gender, Ethnicity, Age, and Time in the Youth in Governance Program?**

A three by two (time in program x gender) multivariate analysis of variance (MANOVA) was performed to assess potential main effects of time in program and gender as well as for interactions between time in program and gender on the constructs of interest. MANOVA results indicated that the constructs were significantly related to time in program (Wilks' criterion = .93,  $F(10,940) = 3.634, p < .001$ ) but not gender. The results of a separate MANOVA indicated that the

constructs were significantly related to participants' age [Wilk's criterion = .94,  $F(5, 272) = 3.774$ ,  $p < .01$ ] but not ethnicity. Additional investigation of these constructs is discussed in more detail.

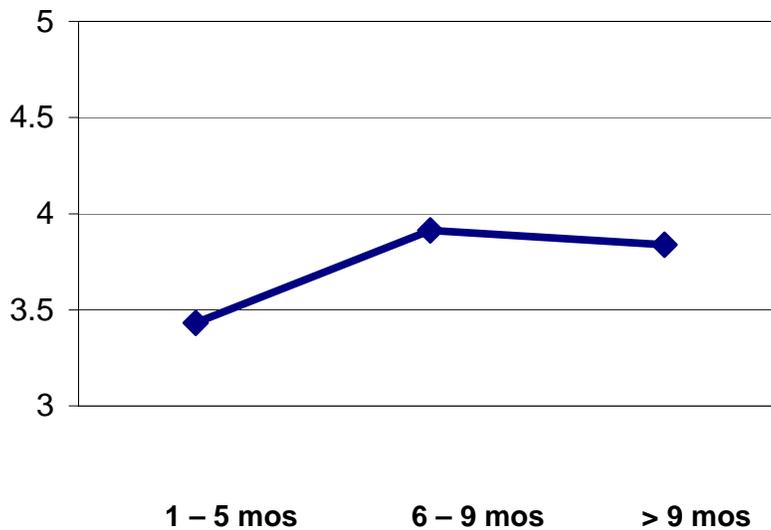
**Time in Program and Gender.** Between-subjects tests on individual constructs revealed significant main effects of time in program for *youth voice* and *youth involvement in discussion*. *Youth voice* ( $F(2,177) = 3.224$ ,  $p < .05$ ) and *youth involvement in discussion* ( $F(2,177) = 4.431$ ,  $p < .05$ ) varied significantly by time in program, although the pattern of results differed for each construct. Regarding *youth voice*, greater time in the program predicted more positive perceptions (see Figure 4.6). As previously suggested, it appears that there may indeed be a lag time between youth feeling comfortable in partnership with adults and youth contributing their ideas and opinions to the program. Irrespective of gender, the perception of youth who had been involved in Youth in Governance programs longer was that youth opinions and ideas contributed to decisions affecting the program.

**Figure 4.6. Youth Voice by Time in Program**



The relationship between *youth involvement in discussion* and time in program was somewhat different. There was a curvilinear relationship between *youth involvement in discussion* and time in program. Youth who had participated in the program for less than 6 months reported the least involvement in discussion. Youth involvement in discussion peaked for youth who participated in the program between 6 months and 9 months. Youth involvement declined somewhat after 9 months (see Figure 4.7).

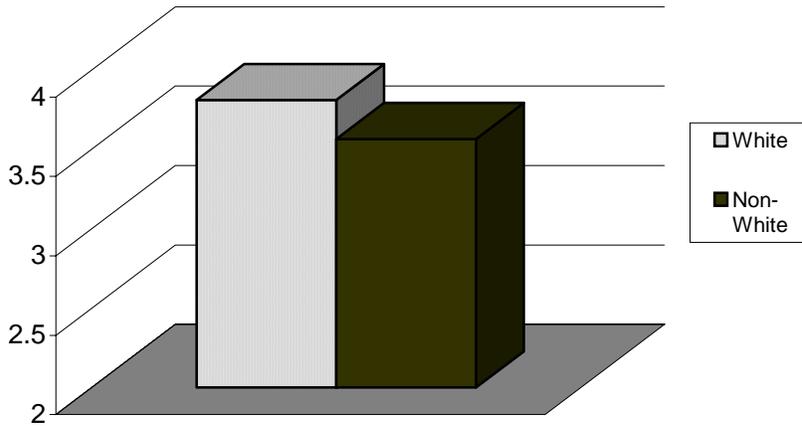
**Figure 4.7 Involvement in Discussion by Time in Program**



Taken together, these findings suggest that the interaction of youth in youth/adult partnerships is part of a dynamic process. Although these data are cross sectional in nature, they provide a basis for subsequent investigation of youth empowerment through youth/adults partnerships as an iterative process. The first step in the process may be that youth must invest time in a program before they feel that they have a voice in decision-making matters affecting the program. A second step may be that as they obtain more experience in the program, both youth voice and youth involvement in discussion are likely to increase. A third possible step may be that after an initial growth spurt, youth may experience some discontent. Future evaluations would benefit by examining both the process of youth involvement over time as well as possible reasons for a drop-off in involvement, such as a desire for expanded opportunities for self-expression and empowerment, declining interest in the program, or inaction on previous youth ideas and suggestions.

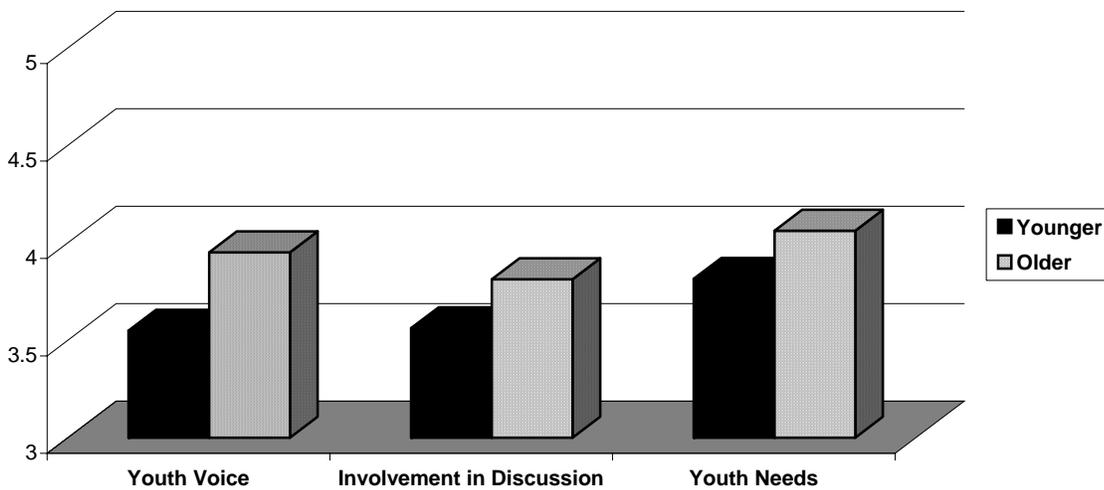
**Ethnicity and Age of Youth.** A separate MANOVA assessed potential ethnic or age differences in youth perception of program effectiveness. There was a main effect of ethnicity for *youth involvement in discussion* ( $F(1,276) = 4.11, p < .05$ ). White youth reported more involvement in discussion than non-White youth (see Figure 4.8).

**Figure 4.8. Involvement in Discussion by Ethnicity**



In addition, a main effect for age of youth emerged for *youth voice* ( $F(1,276) = 14.80, p < .001$ ), *youth involvement in discussion* ( $F(1,276) = 4.31, p < .05$ ), and *youth needs* ( $F(1,276) = 5.03, p < .05$ ). Older youth reported more positive perceptions about *youth voice*, *youth involvement in discussion*, and *youth needs* than younger youth (see Figure 4.9). However, there was no interaction of ethnicity and age.

**Figure 4.9. Youth in Governance Figures by Age**



These findings on age differences in positive perceptions of youth in governance programs underscore the importance of age-appropriate programming for positive youth development. Specifically, programs that provide older youth with opportunities for decision-making address adolescents' growing need for independence and autonomy.

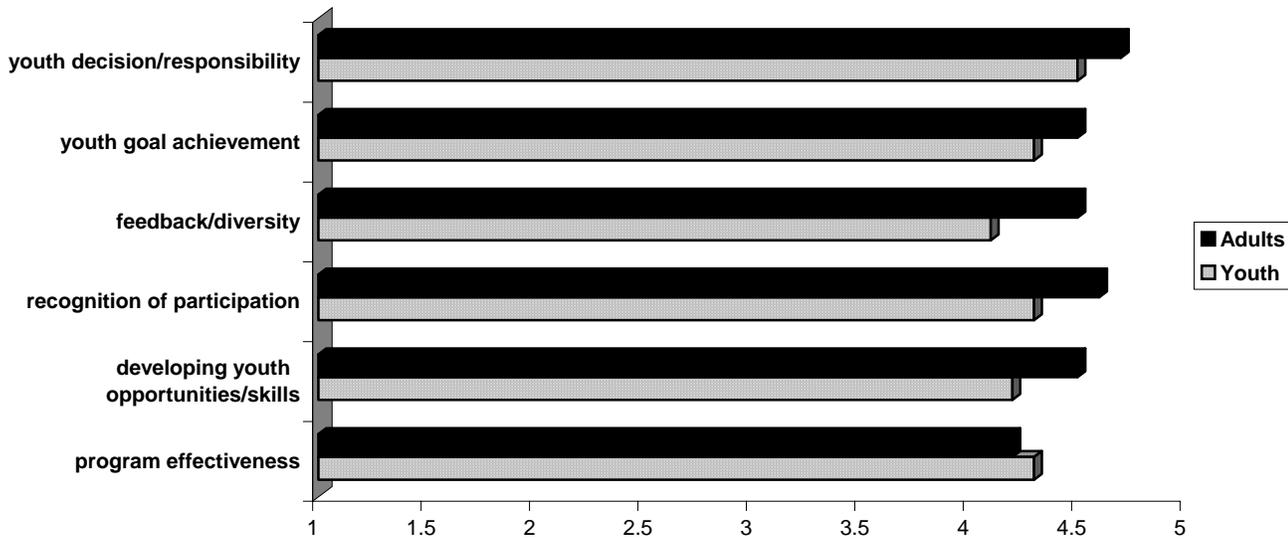
### **Professional and Volunteer Development:**

Critical knowledge and skills needed by youth development professionals and volunteers were surveyed using a 32-item instrument. Measures were derived from the *Academy for Educational Development – Center for School and Community Services* youth worker's assessment. EYSC programs addressing professional and volunteer staff development were evaluated with a 32-item survey measuring respondents' knowledge and attitude change and focused on seven constructs (Safrit & Edwards, 2002). Mean scores (and standard deviations) are shown in Table 4.3 for each of the constructs. The constructs were measured with five point Likert type scales where 1= Totally Disagree, 2=Somewhat Disagree, 3=Uncertain, 4=Somewhat Agree, and 5=Totally Agree. The higher the mean score, the more respondents agreed with positive statements about program characteristics.

- youth decision/responsibility
- youth goal achievement
- feedback/diversity
- recognition of participation
- developing youth opportunities/skills
- benefits of the program

Figure 4.10 indicates the relative strengths of the program as perceived by youth and adults. Mean levels (see Table 4.3) indicate that youth perceived the goals of *youth decision-making and responsibility* and *youth goal achievement* to be met the most often. Youth reports indicated that they felt that *feedback and diversity* goals had been met least often. Adults saw *recognition of participation* and *youth decision-making and responsibility* as program strengths. Adults felt that *feedback and diversity* and *program effectiveness* goals had been met relatively less often.

**Figure 4.10. Professional & Volunteer Development Features**



**Table 4.3. Means and Standard Deviations for PVD Constructs of Interest for Youth and Adults.**

	Youth		Adults	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
<b>Professional &amp; Volunteer Development</b>				
youth decision/responsibility	4.5	.7	4.7	.5
youth goal achievement	4.3	.8	4.5	.6
feedback/diversity	4.1	.8	4.5	.5
recognition of participation	4.3	.7	4.6	.4
developing youth opportunities/skills	4.2	.8	4.5	.5
program effectiveness	4.3	.8	4.2	.7

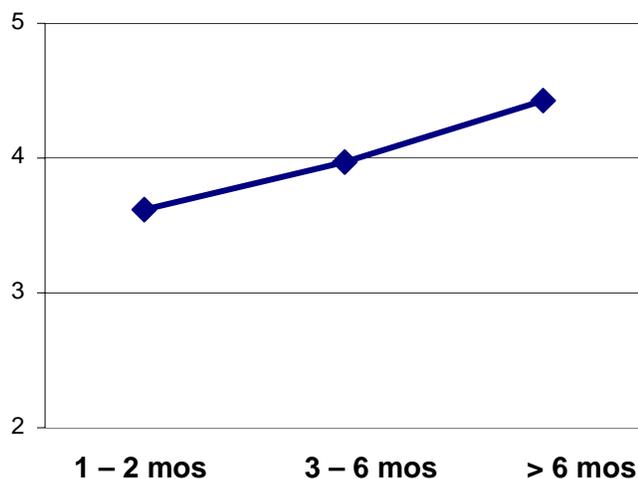
Overall, the average rating of all program components for both youth and adult participants in Professional and Volunteer development opportunities was well above average. Both youth and adults gave *youth decision/responsibility* the highest ratings.

## Do Program “Effects” Differ by Gender, Ethnicity, Age, and Time in the Professional and Volunteer Development Program?

A three by two (time in program x gender) multivariate analysis of variance (MANOVA) was performed to assess potential main effects of time in program and gender as well as for interactions between time in program and gender in youth data on the constructs of interest. MANOVA results indicated that the constructs were not related to time in program or gender.

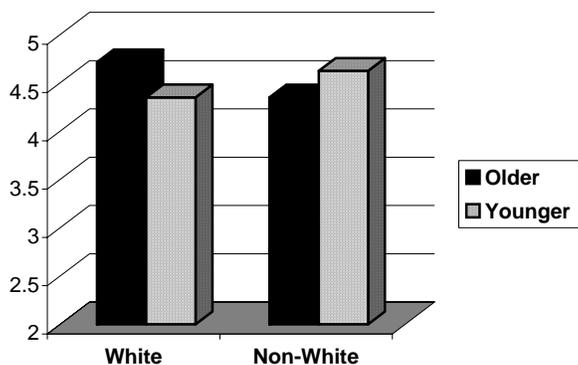
**Time in Program and Gender.** Between-subjects tests on individual constructs revealed a main effect for time in program and *youth decision/responsibility* ( $F(2,102) = 4.344, p < .05$ ), *feedback/diversity* ( $F(2,102) = 5.994, p < .01$ ), *recognition of participation* ( $F(2,102) = 3.163, p < .05$ ), and *developing youth opportunities/skills* ( $F(2,102) = 3.391, p < .05$ ). Youth who participated longer reported more positive perception (see Figure 4.11).

**Figure 4.11. Feedback/Diversity by Time in Program**

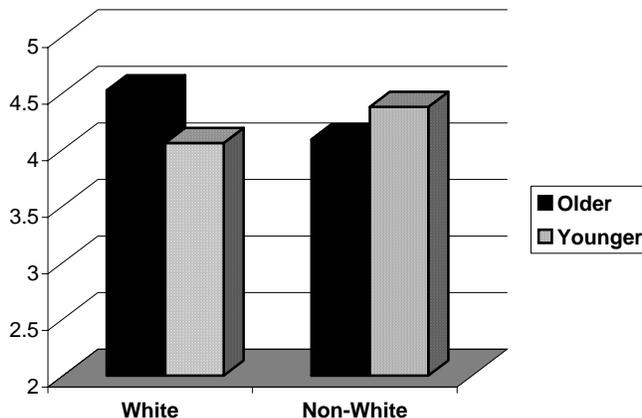


**Ethnicity and Age of Youth.** Between-subjects tests on individual constructs revealed an interaction effect between ethnicity and age on *youth decision making/responsibility* ( $F(1,212) = 4.38, p < .05$ ) and *program effectiveness* ( $F(1,212) = 5.73, p < .05$ ). Older white youth reported the most *decision making/responsibility* compared to older non-white youth who reported the least (see Figure 4.12). In addition, older white youth reported the highest positive program effectiveness while younger white youth reported the least (see Figure 4.13).

**Figure 4.12. Decision Making/Responsibility by Ethnicity and Age**



**Figure 4.13. Program Effectiveness by Ethnicity and Age**



### **Are Programs Assisting Rural Youth and Adults?**

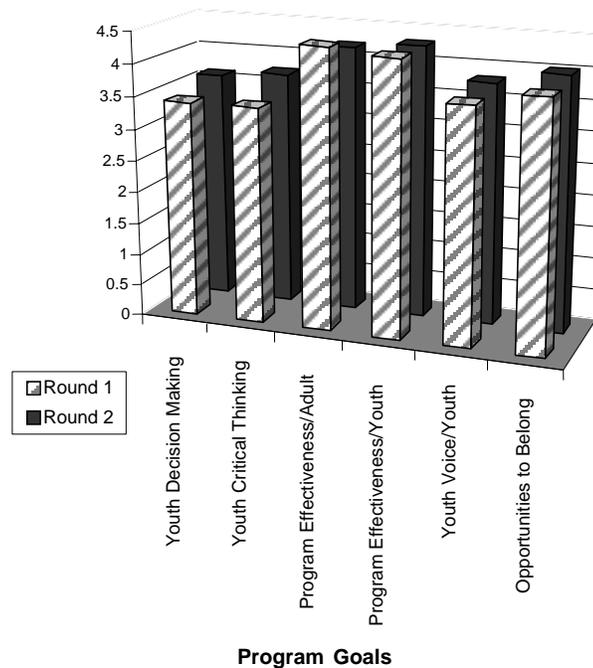
There are four goals of this program in support of rural youth: (1) Youth will gain skills, experience and confidence needed to emerge as effective leaders and contributing members of society; (2) After-school program staff will develop the competencies and skills to provide holistic, positive youth development opportunities to school age youth in rural communities; (3) Youth and adults in rural communities will improve their abilities to work with diverse partners towards common goals; and (4) Youth and families in rural communities will have access to more opportunities for positive youth development experiences during out-of-school time. Two rounds of data have been collected and analyzed. Since the data were collected anonymously and we do not know if differences reflect changes in youth/adult perceptions or simply reflect perceptions of different participants we cannot directly compare results between Round 1 and Round 2. However, we have examined key indicators for each of the program goals in each of the rounds of data collected to this point (see Figure 4.14).

We selected youth constructs that came closest to capturing the spirit of each program goal from the measures reported on in both rounds of data collection. Youth *decision making* and youth *critical thinking skills* (Youth 4-H Afterschool Survey) assess youth progress towards effective leadership, Goal 1. *Program Effectiveness* as viewed by both youth workers and youth participants (PVD Youth and Adult Surveys) assess progress towards developing competencies and skills, Goal 2. Since Goal 2 specifically addresses the need for adults to develop the skills to work with youth effectively, we included constructs from both adult workers and youth participant perspectives.

*Youth Voice* (YIG Youth and Adult Surveys) assess youth progress towards working with diverse partners, Goal 3. Opportunities to belong (Youth 4-H Afterschool Survey)

We find that the pattern of results for each round is similar, with program effectiveness perceived as the goal most frequently met by both adults and youth. This pattern suggests that the training projects offer a stable and consistent basis for both youth and adults. These data suggest that the trend towards achieving these goals is on track, as there some positive movement in all but one of the selected program indicators. It is interesting to note that the only indicator that did not show positive change was adult perception of program effectiveness. Youth participation in Professional and Volunteer Development increased substantially in Round 2. It may be that the content of training programs shifted somewhat to accommodate the youth participants, and thus adults did not feel the training addressed their needs as effectively. Another possible explanation may be that the format of the training programs differed when youth were involved, perhaps focusing more on process rather than content. Given the cross-sectional nature of the data, these interpretations are speculative in nature. The information may be used, however, to take a closer look at the components in each program in subsequent rounds of analysis to see if the upward trend continues.

**Figure 4.14. Perceived Progress Towards Program Goals**



## Conclusion

The data from this study provides additional information about the influence of EYSC 4-H Youth Development programming on the lives of young people living in rural areas. Similar to Round 1 results, the findings indicate the positive perceptions of both youth and adults regarding many aspects of EYSC programming. On average, both rural youth and adults speak positively about their program experiences in the three core areas. If we examine the data over the two years of data collection and evaluation, we find some support for a positive trend towards achieving program goals.

The findings from this evaluation study offer specific information that can inform future program design and program modifications. Findings indicate that program features, for example, program duration, may have different effects depending on the type of program. Program duration was not a significant factor in youth perception of program effectiveness for 4-H afterschool programs. However, program duration was important in Professional and Volunteer and Youth in Governance programs. Interestingly, for Youth in Governance programs, the positive benefits of time in program appeared to decline somewhat for youth who had participated in the program longer than nine months. This suggests that future research and evaluation on the effects of program duration may require new measures or the inclusion of additional factors; length of time in program alone may not be the best way to measure the impact of a program on youth development.

The findings from this study also indicate that although the EYSC project was successful overall, not all young people are benefiting equally from their experiences. Specifically, while gender, age and ethnicity are important factors, the effects were not uniform across program types. Findings are summarized below:

- **Gender** - For 4-H Afterschool programs, there was a main effect of gender across the individual constructs measured in each program (i.e., females report higher ratings than males). However, gender was not a significant predictor in either Youth in Governance or Professional and Volunteer Development Programs.
- **Age** - For 4-H Afterschool programs, there was a main effect of age across the individual constructs measured in each program (i.e., younger participants reported higher ratings than older participants). For Youth in Governance, the main effect of age was opposite to what was found in 4-H Afterschool, with older participants reporting higher ratings than younger

participants. There was no main effect of age in Professional and Volunteer Development Programs.

- ***Ethnicity*** – Although ethnicity was significant in each program, the pattern of significant results varied. In 4-H Afterschool programs, ethnicity emerged as significant only in relation to specific elements of program constructs (i.e., encouraging family visitation to program). In Youth in Governance programs, the perception of the program generally was higher for White youth compared to non-white youth. For Professional and Volunteer Development Programs, the effect of ethnicity was dependent upon the age of the participant (i.e., program perceptions differed by ethnicity for older youth).

Overall, findings from this second round of EYSC evaluation provide further evidence of the importance of balancing the developmental needs of youth and the objectives of the program. Programs must be designed to meet the diverse needs of young people, taking into consideration their age, gender, ethnic background, and interests.

## **National Summary of Participating State Reports and Regional Reports**

The state report form was designed to elicit administrative information about the local programs in the 23 states participating in EYSC Round 2 to document the reach of these programs consistent with the core program areas. State coordinators in participating states were asked to answer these specific questions:

- The number of 4-H Afterschool clubs started.
- The number of youth and adults who came together to start a 4-H Afterschool Club.
- The number of youth in rural communities that were involved in community problem solving via governance and partnership with adults in community organizations and agencies.
- The number of youth who worked in partnership with adults on concrete projects.
- The number of youth and adults who came together to train in youth/adult partnerships.
- The number of youth and adults who engaged as partners in governance.
- The number of hours that youth and adults have spent working as partners in problem solving and implementing solutions that address community needs.

# **National EYSC 2 Participation Statistics**

## **4-H Afterschool clubs started**

One goal of this project was to increase the number of 4-H Afterschool clubs. Of the 23 states participating in EYSC2, 58 4-H Afterschool Clubs were started. Of these 58 clubs, 11 were started in the Western region, 9 were started in the North Central region, 36 were started in the Northeast region, and 2 were started in the Southern region. Appendix C provides a summary of statistics provided to National 4-H Council in the State Reports.

## **Youth and adults who came together to start a 4-H Afterschool club**

Developing new clubs requires the participation of both adults and youth. Young people are critical to the success of 4-H Afterschool clubs, since they can fulfill both participant and leadership roles. Across the 23 participating states, 162 youth and adults came together to start 4-H Afterschool Clubs. Of these 162 youth and adults, 28 were involved in the Western region, 76 were involved in the North Central region, and 58 were involved in the Northeast region.

## **Community problem solving via governance and partnership with adults**

Participation with adults in community organizations and agencies offers young people the opportunity to address community concerns. State Reports indicated that 4,458 youth in rural communities were involved in community problem solving via governance and partnership with adults in community organizations and agencies. Of these 4,458 youth, 750 were involved in the Western region, 1,055 were involved in the North Central region, 2,522 were involved in the Northeast region, and 131 were involved in the Southern region.

## **Concrete projects**

Direct participation in a project offers young people the opportunity to use important leadership and problem solving skills to address critical community issues. Records indicated that 2,770 youth worked in partnership with adults on concrete projects. Of these 2,770 youth, 44 were involved in the Western region, 383 were involved in the North Central region, 2,281 were involved in the Northeast region, and 62 were involved in the Southern region.

## **Training for youth/adult partnerships**

National figures indicate that 1,787 youth and adults were brought together to train in youth/adult partnerships (931 youth and 856 adults). Of these 1,787 youth and adults, 52 were involved in the Western region (40 youth and 12 adults), 793 were involved in the North Central

region (334 youth and 459 adults), 492 were involved in the Northeast region (285 youth and 207 adults), and 283 were involved in the Southern region (180 youth and 103 adults).

**Youth and adults who engaged as partners in governance**

Increasing the number of young people and adults who engaged as partners in the area of governance was another key focus of this project. Altogether, 1,005 youth and adults engaged as partners in governance (450 youth and 555 adults). Of these 1,005 youth and adults, 10 were involved in the Western region (9 youth and 1 adult), 365 were involved in the North Central region (140 youth and 225 adults), 575 were involved in the Northeast region (276 youth and 299 adults), and 55 were involved in the Southern region (25 youth and 30 adults).

**Hours spent working as partners**

As seen in Appendix C, youth and adults spent 41,992 hours working as partners in problem solving and implementing solutions that address community needs. Of these 41,992 hours, 150 were spent in the Western region, 25,893 were spent in the North Central region, 15,809 were spent in the Northeast region, and 140 were spent in the Southern region.

**Total Participants**

4-H Afterschool:	959 youth 10 and older	359 adults
	3445 youth under 10	
Youth Adult Partnerships:	4,578 youth	2,109 adults
Professional/Volunteer Development:	264 youth	381 adults

## Project Impact in the Field

In final project reports, state coordinators were asked to provide information regarding some of the activities undertaken to achieve goals and objectives of the project. Reports addressed several questions about project outcomes and impacts:



- How did you change the lives of rural youth?
- What impact did you make on the lives of rural youth?
- How are they better off than they were before this project?
- What barriers and limitations did you overcome and how?

We have chosen at random a small sub-sample of the project descriptions provided by coordinators in order to provide detail and context for the quantitative data provided above and in analyses to follow.

# Western Region

## State Summary Report Figures

**4-H Afterschool clubs started: 11**

**Youth and adults who came together to start a 4-H Afterschool club: 28**

**Community problem solving via governance and partnership with adults: 755**

**Youth who worked in partnership on concrete projects: 44**

**Training for youth/adult partnerships: 52**

## Project Descriptions

The Western Region focused on all three program areas (Youth in Governance, 4-H Afterschool programs, and Professional Volunteer Development).

### **Youth in Governance: California**

California held training sessions for Youth in Governance and found several ways to facilitate youth/adult participation through workshops. Both youth and adult participants reported high levels of enthusiasm. The quality of group reports was excellent, with pre-made charts contributing to the quality of the presentation and group interactions. The 2 ½ day workshop format provided a positive learning climate. Participants felt that the format added greatly to the team feeling of the. Overall, participants found the workshops to be a powerful and satisfying experience.

### **4-H Afterschool: Boundary County, Idaho**

Boundary County 4-H established an after-school program to work with existing programming to provide services to underserved populations. In 2003, Boundary County 4-H and Boundary County School District #101 entered into a collaborative partnership to enhance the school district's existing after-school program, After-School Academy (ASA). ASA provides the school age children with a well-rounded and safe environment in which all youth who participate

have the opportunity to engage in a wide range of educational, experiential, and fun activities. The project provides a solution to the need for school age childcare in a rural community and addresses the issues associated with at-risk behavior by school age children who are left home alone after school. The 2005 ASA was conducted over an eight-week period and offered 14 different classes from which students could choose. The classes ranged from one to two afternoons per week and covered a number of different topics including Spanish, crafts, outdoor adventures, fitness, Junior Master Gardener, and working with animals. A total of 183 students participated, representing all four elementary schools within the school district (an increase of 44% from the previous year) as well as a number of home-schooled students. Students over the age of 10 who participated in ASA completed a local survey, and results indicated that ASA is providing a well-rounded, safe environment for youth.

### **Professional Volunteer Development: Whitman County, Washington**

Several professional development training sessions were held in Pullman, Washington (Whitman County). One innovative training session format was a virtual tour of the nation's best after-school programs, conducted via satellite. Representatives from remote sites, including Kentucky, Pennsylvania, Hawaii, Nevada, and Arizona presented their programs via MS Powerpoint or videotape. Representatives from Washington State along with the Director of 4-H Afterschool from the National 4-H Council participated in the studio at Pullman. Each guest had an opportunity to present one of their state's premier 4-H Afterschool programs and, later, members of the viewing audience could call, fax, or email questions to the speaker. This format provided informative "real time" interactive dialogue and enabled viewers to have their questions answered immediately. This satellite broadcast was available nation-wide and viewed at 50 different locations. Additionally, it has been archived via video stream and will continue to be available for the next two years.

# North Central Region

## State Report Figures

**4-H Afterschool clubs started: 9**

**Youth and adults who came together to start a 4-H Afterschool club: 76**

**Community problem solving via governance and partnership with adults: 1,055**

**Youth who worked in partnership on concrete projects: 383**

**Training for youth/adult partnerships: 793**

## Project Descriptions

The North Central Region focused on both 4-H Afterschool and Youth in Governance programs. Selected program summaries are presented below.

### **4-H Afterschool: Grand Traverse County, Michigan**

One successful 4-H Afterschool program comes from Kingsley, Michigan (Grand Traverse County). Youth in Kingsley participated in the “The Leadership Experience,” an intensive program where middle school students had the opportunity to learn about their community through a hands-on approach. By participating, they learned such things as being able to recognize their rights as citizens, understanding the importance of media in today’s society, identifying the education needed to reach work goals, decision-making skills, and finding the leader inside them. Once they participated in these experiences and were appointed board members, they were able to run meetings of their club. Adult leaders were able to step back and observe the youth in these roles and provide advice when the members needed guidance. Many students wanted to be in leadership positions; therefore, 13 such positions were created for a club of 17 members.

## **Youth in Governance: Nebraska**

Several types of youth in governance programs involving Native American culture took place in Nebraska, including training events, conferences/workshops, community service, community events, cultural experiences, and presentations. One training event involved two educational activities where adults and youth worked together to teach youth how to take water samples and test the waters on tribal land. Regarding conferences and workshops, the 2004 and 2005 Unicameral Youth Conferences were held, which gave youth the opportunity to experience what it is like to play the role of a state senator and other government officials. Events taking place in the community service area included the Santee Bison Education project, which involved youth and adults working together to maintain the tribal bison area. Community events included the annual Winnebago Harvest Powwow for the tribal community, complete with a traditional meal and many hours of traditional dancing, drumming, and singing featuring 40 youth dancers and 19 tribal elder dancers. Cultural experiences involved youth and adults from the Winnebago Tribal Youth Center, who attended a 4-day “Medicine Lodge” sacred ceremony in Wisconsin where they learned about the traditional ways of tribal governance and spiritual ways. Finally, presentations included representatives of Nebraska Indian Community College who shared conversations with school children by providing presentations during school time about Omaha tribal culture and governance.

## **Youth in Governance: Jackson County, Wisconsin**

Wisconsin focused on Youth in Governance programs. In Jackson County, for example, a student mini-grant writing workshop was conducted with schools from six counties participating. In September of 2004, 50 students and 10 advisors attended the workshop. University of Wisconsin Extension personnel provided instruction on tips for writing successful proposals. Then teams of youth together with an adult advisor wrote grant proposals to the Department of Public Instruction to fund school prevention programs. The project proved a highly successful initiative for engaging youth and adults in meaningful partnerships. Youth took the lead role: determining the project, writing the funding proposal, and implementing their programs. The adult advisors played a strong supporting role throughout the process. As a result of this program, the percentage of teams being awarded grants for their programs was higher than grants awarded to teams who did not attend the workshop. The higher award rate was attributed to the proposal ratings: 100% of grants submitted by teams attending the workshop were rated “above average” or “strong” by the evaluators.

# Northeast Region

## State Report Figures

**4-H Afterschool clubs started: 36**

**Youth and adults who came together to start a 4-H Afterschool club: 58**

**Community problem solving via governance and partnership with adults: 2,522**

**Youth who worked in partnership on concrete projects: 2,281**

**Training for youth/adult partnerships: 492**

## Project Descriptions

Regional reports indicate that participating states in the Northeast Region focused on all three core program areas, presenting information on several different projects. Selected project summaries follow.

### **4-H Afterschool: New York**

In Cattaraugus County, a team of student and adult volunteers designed and implemented an after-school program called the *Meet and Eat Corner Café*. The objective of the project was to create a place with a safe and friendly atmosphere where students in grades 3 – 12 could meet after-school to hang out, do homework, socialize with friends or mentors, and have access to healthy snacks. The team presented to the WVCS Board of Education in October of 2004, consulted with all stakeholders (cafeteria personnel, students, parents, janitorial crew, business office), and opened on March 8<sup>th</sup>, 2005. Positive outcomes include fewer students staying on the street or going to inappropriate venues (e.g., bars) to buy food/beverages, increased opportunities for leadership and involvement, and gaining valuable new skills and experience.

## **Youth in Governance: New Hampshire**

Several successful Youth in Governance programs were reported by New Hampshire. Some of these include youth and adults working together for two months to plan a statewide horse flea market (Hillsborough County); teens training with adults in the Youth as Partners curriculum, who then organized, obtained funding for, and opened a teen center in their community (Cheshire County); and youth and adults working together to plan and assist at the 11<sup>th</sup> Annual Spaces Conference, including packet preparation, opening ceremony, registration, and set-up/clean-up (Rockingham County).

## **Professional Volunteer Development: Pennsylvania**

A statewide project in the state of Pennsylvania focused on Professional Volunteer Development. Key objectives for the project included increasing the number of afterschool programs supported by Cooperative Extension, providing resources for 4-H Youth educators to promote 4-H Afterschool in rural communities, and increasing the number of county educators and community after-school staff who receive training. To achieve these objectives, each county in Pennsylvania received a 4-H Afterschool Toolkit filled with curricula, marketing resources, and training guides. In addition, 83 county 4-H family educators attended a two-day training conference on after-school programming, resources, evaluation, collaboration, and capacity-building. Representatives from 59 of the 67 counties in Pennsylvania participated in the training conference. As a result of the conference, enrollment in after-school programs surged, with more than 1,700 youth enrolled in after-school since the start of the grant period. Also, Pennsylvania is planning to hold an annual after-school training conference for both extension educators and their collaborators. 4-H was also invited to be a part of the Mott Foundation-funded Statewide After-school Network as a result of connections with the Department of Education and the work of this grant.

# Southern Region

## State Report Figures

**4-H Afterschool clubs started: 2**

**Youth and adults who came together to start a 4-H Afterschool club: 0**

**Community problem solving via governance and partnership with adults: 131**

**Youth who worked in partnership on concrete projects: 62**

**Training for youth/adult partnerships: 283**

## Project Descriptions

The Southern region focused on Youth in Governance programs and Professional Volunteer Development. Summaries of selected projects are described below.

### **Youth in Governance: Texas**

A successful example of Youth in Governance comes from the state of Texas. Youth and adults participated in a two and one-half day Career Awareness & Youth Leadership Laboratory where they had an opportunity to participate in the planning, display their leadership skills learned from Youth in Governance, and share their accomplishments with local, county, and state officials. The Laboratory was held over three days in June of 2004. Approximately 150 youth, 25 volunteers, and 40 staff participated. The focus of the conference was to engage youth in career workshops, leadership seminars, team building activities, and an awards program for leadership and academic achievement. The youth also had an opportunity to display their leadership and citizenship abilities throughout the conference. They were responsible for providing leadership roles during the team building workshops, assemblies, career workshops, and the awards luncheon. Youth/adult partnerships were created because youth served in leadership roles with assistance from volunteers and staff. Selected youth received awards and scholarships for outstanding leadership and academic excellence. Volunteers were also recognized for outstanding service to the 4-H program and to rural youth development.

## **Professional Volunteer Development: North Carolina**

North Carolina conducted a 2-day training conference for representatives from the Southern Region. Representatives from 8 states, including 35 Extension staff and collaborators attended the Southern Region Rural Youth Development Professional Development Conference in Atlanta, GA, December 1<sup>st</sup>-3<sup>rd</sup>, 2004. Training sessions included 4-H Afterschool Basics (i.e. introduction, guiding growth, curriculum sampler, forming 4-H Clubs, organizing learning activities, and conducting ECI and 4-H Afterschool evaluation) and North Carolina 4-H special training topics (i.e. experiential education, homework help, taming staff turnover, and inquiry learning). The training track was rated as good or excellent by over 90% of participants. As a result of the conference, two states were funded to provide further training to after-school providers, and at least two other states initiated state-funded training to disseminate the 4-H Afterschool Model.

## **Youth in Governance: Livingston County, Kentucky**

There were several successful Youth in Governance programs in the state of Kentucky. In Livingston County, for example, seven Youth/Adult partnerships were formed. All seven partners attended community asset building training, was taught by a teen who had attended the statewide Building Community training. Representatives from the Nature Board with the County Judge Executive, Library Board, Champions Against Drugs, Burna Fire Department, Historical Society, and the County 4-H Council partnered with youth. In Washington County, teen and adult representatives attended two statewide trainings (Building Youth Adult Partnerships and Building Community). When they returned they established the following three goals: (1) training other teens and adults to work in youth and adult partnerships, (2) involve more youth in community decision making roles, and (3) organize a youth advisory council to address youth issues in partnership with the local youth coalition. All three project goals were accomplished.

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## **Appendix A. EYSC 2 State Participation and Reporting**

### **State Collaborations:**

Five states entered into collaborations with one or more states for EYSC 2 funded projects. These states are: Arkansas, Kentucky, Louisiana, Michigan, and Texas.

### **Combined State Reporting:**

Final Round 2 participation figures for several states were included in final reports for other states, as follows:

Alaska	Washington
Arizona	California
Arkansas	North Carolina, Texas
Colorado	Washington
Georgia	Kentucky
Louisiana	Kentucky
Maine	New Hampshire
Ohio	Michigan
Oklahoma	Texas
South Carolina	North Carolina, Texas
Tennessee	Kentucky
Vermont	New Hampshire

### **Final EYSC 2 Project Reports received from the following states:**

California  
Idaho  
Kentucky  
Michigan  
Nebraska  
New Hampshire  
New York  
North Carolina  
Pennsylvania  
Texas  
Washington  
Wisconsin

## Appendix B. Participation in Online Evaluation Round 2

State	County	Total Participants
Arkansas	Poinsett -----	13
Arizona	Graham -----	5
California	Butte-----	3
	El Dorado-----	2
Colorado	Routt -----	3
Georgia	Barlow -----	3
	Cobb-----	3
	Dougherty -----	2
	Elbert-----	5
	Fulton -----	1
	Jackson-----	1
	Lowndes -----	2
	Muscogee-----	9
	Oconee -----	1
	Tift-----	2
	Turner -----	2
Wilkinson-----	2	
Idaho	Boundary -----	52
	Canyon-----	13
	Latah -----	17
	Lemhi -----	3
	Twin Falls -----	6
	Washington-----	7
Kentucky	Fayette -----	1
	Gallatin -----	10
	Hardin-----	1
	Livingston -----	9
	Montgomery-----	12
	Washington-----	6
Louisiana	Concordia-----	101
	East Baton Rouge-----	88
	Madison-----	58

Maine	Kennebec -----	4
Michigan	Chippewa -----	6
	Grand Traverse -----	22
	Isabella -----	6
North Carolina	Rockingham -----	12
	Wayne -----	5
Nebraska	Thurston Little Priest Reservation -----	59
New Hampshire	Belknap -----	28
	Carroll -----	4
	Cheshire -----	59
	Coos -----	4
	Grafton -----	3
	Hillsborough -----	2
	Merrimack -----	16
	Rockingham -----	4
	Strafford -----	4
	Sullivan -----	5
New York	Albany -----	20
	Broome -----	27
	Cattaraugus -----	24
	Cayuga -----	19
	Chatauqua -----	28
	Chemung -----	5
	Chenango -----	5
	Clinton -----	22
	Columbia -----	31
	Cortland -----	25
	Delaware -----	4
	Dutchess -----	13
	Essex -----	6
	Franklin -----	34
	Fulton -----	7
	Genesee -----	9
	Jefferson -----	6
	Lewis -----	9
	Livingston -----	8
Madison -----	12	
Monroe -----	4	
Montgomery -----	2	

New York	New York-----	52
	Niagara-----	18
	Oneida -----	2
	Onondaga-----	2
	Ontario -----	11
	Orange -----	31
	Orleans-----	9
	Oswego -----	29
	Otsego-----	11
	Putnam -----	4
	Rennselear-----	32
	Rockland-----	3
	St. Lawrence -----	4
	Saratoga-----	16
	Schenectady-----	10
	Schoharie -----	21
	Schulyer -----	2
	Seneca-----	24
	Steuben -----	36
	Suffolk -----	12
	Sullivan -----	5
	Tioga -----	22
	Tompkins -----	67
	Ulster-----	18
	Washington-----	19
	Wayne-----	12
	Westchester-----	10
	Wyoming -----	14
Ohio	Columbiana-----	4
	Greene -----	8
Oklahoma	Comanche -----	1
	Garvin-----	1
	Payne-----	1
Pennsylvania	Centre -----	134
Tennessee	Anderson -----	25
Texas	Brazos-----	148
	Grimes -----	17
	Marion -----	13
	Washington-----	16
Vermont	Orleans-----	5



## **Appendix C. Summary of State/Regional Reports**

### **Youth/Adult Partnerships**

Number of youth trained in youth/adult partnerships: 1,147  
Number of adults trained in youth/ adult partnerships: 979  
Number of youth participating in concrete projects: 3,550  
Number of adults participating in concrete projects: 995  
Total hours spent by youth and adults in concrete projects: 94,150  
Number of youth partners in governance with adults: 740  
Number of adult partners in governance with youth: 949  
Total hours spent by youth and adults in community problem solving: 29,613  
Total number of youth participants: 5,991  
Total number of adult participants: 2,979  
Total number of organizations involved: 457  
Total number of youth recognized for contributions to the community: 777

### **4-H Afterschool**

Number of new 4-H Afterschool program clubs started: 58  
Total number of youth and adults working to start 4-H Afterschool clubs: 271  
Number of afterschool care providers receiving 4-H Curriculum training: 262  
Number of youth participants (Under Age 10): 3,597  
Number of youth participants (Age 10 & Older): 1,211  
Number of adult participants/ volunteers: 412  
Number of older youth (Ages 13 & Up) taking leadership roles in 4-H Afterschool: 105  
Number of youth recognized for contributions to the community: 52  
Total hours spent by youth and adults as partners in 4-H Afterschool: 29,817

### **Professional and Volunteer Development**

Number of trainings: 46  
Number of youth trained: 264  
Number of adults trained: 381  
Total number trained (youth and adults): 645

### **Participation Totals**

Youth: 7,346  
Adults: 3,702  
Total number of youth and adults: 11,048