

## Y.A.P. s: Engaging Youth in Enriching Community Capitals



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2012 Western Region Excellence in Community Development Award Recipients



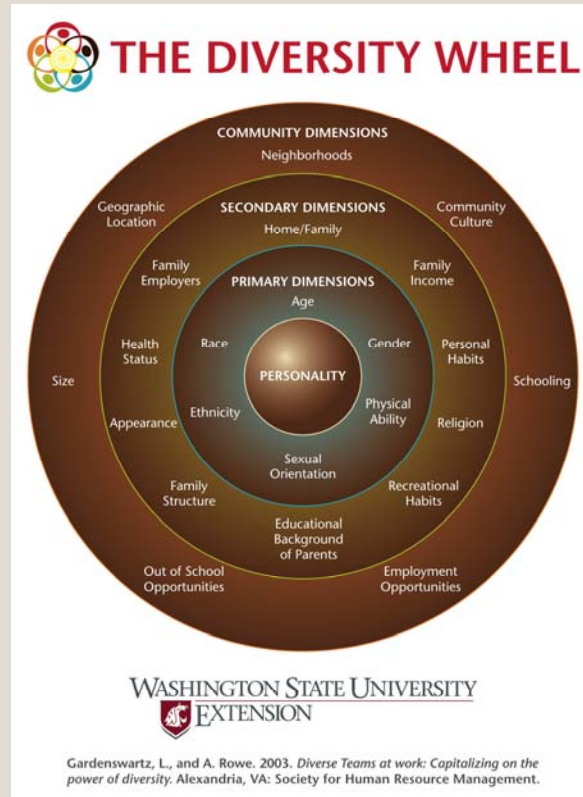
ENGAGING *Youth,*  
SERVING *Community*

## Scope & Sequence

- Youth Adult Partnerships

## Scope & Sequence

- Diversity & Inclusion



## Scope & Sequence

- Meeting Facilitation

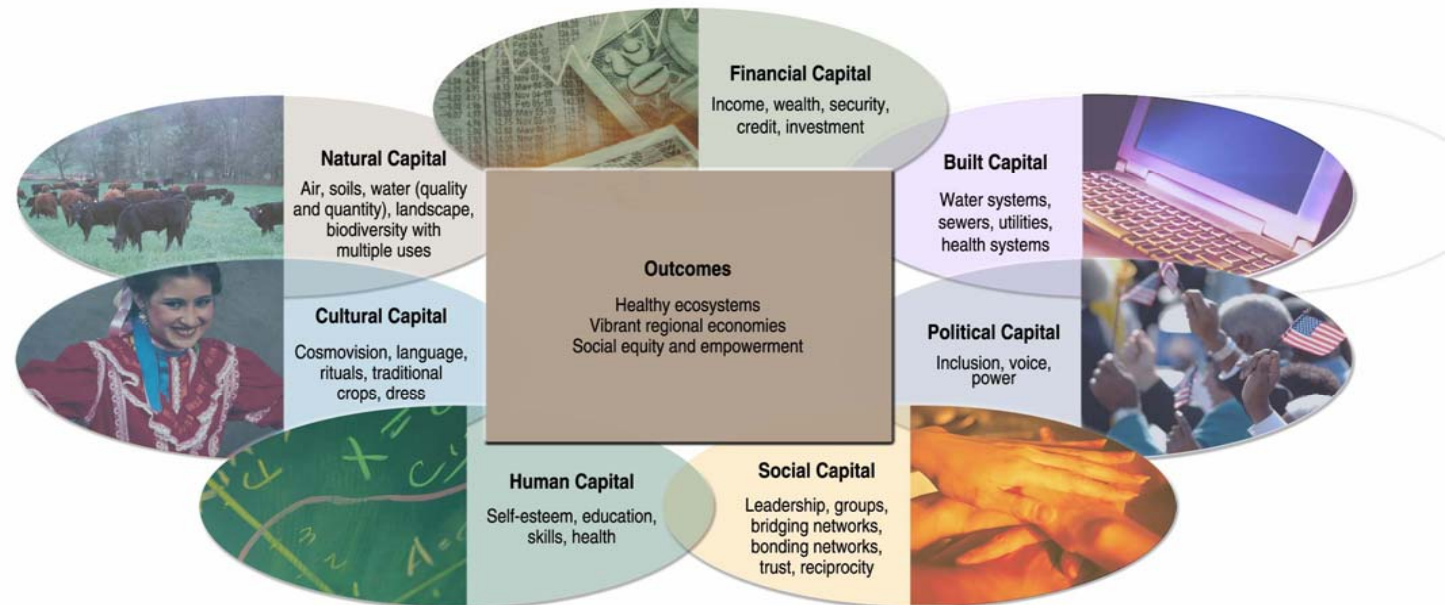


## Scope & Sequence

- Issue Identification

# Scope & Sequence

## Community Capitals



- Intangible Capitals
    - Social\*
    - Human\*
    - Cultural
    - Political
  - Tangible
    - Natural
    - Financial
    - Built
- \* required



## Scope & Sequence

- Covering

## Scope & Sequence

- Practice Forum Planning



## Scope & Sequence

- Practice Forums



## Scope & Sequence

- Action Planning

## Scope & Sequence

- Financial and Reporting Expectations

## Scope & Sequence

- Evaluation and Questions



## Evaluation

### Book (what I Learned):

- YAPS
- Learned the agenda and process of a forum
- Action plans and YAPS
- What YAPS was
- Learning about meetings
- How to put on a community forum
- Meeting facilitation and YAPS
- That a facilitator is the person who keeps the group on track
- YAPS
- Role of National 4-H Council
- Follow through challenge and dimensions of diversity
- That's YAPS are a youth adult partnership
- Action plans



## Evaluation

Question (What do I want to know more about?):

What is a forum?

How we all contact each other?

Commitment of group or community?

Why did we need the training?

What happens after we are done?

How am I going to do this?

Question whether we will adequately meet timeline?

How to keep records?

What is the exact definition for this program?

How we will implement action plan?

## Evaluation

### What do we do next:

Find my next action plan.

Some time lead a meeting.

Get other people in EYSC.

I will help teens to best of my ability feel confident in moving forward with the plans set forth.

Learning how to be the timing research about a topic.

Help more people and I will respect their needs.

We are going to practice to get ready to run the forum correctly.

I thought it would be fun.

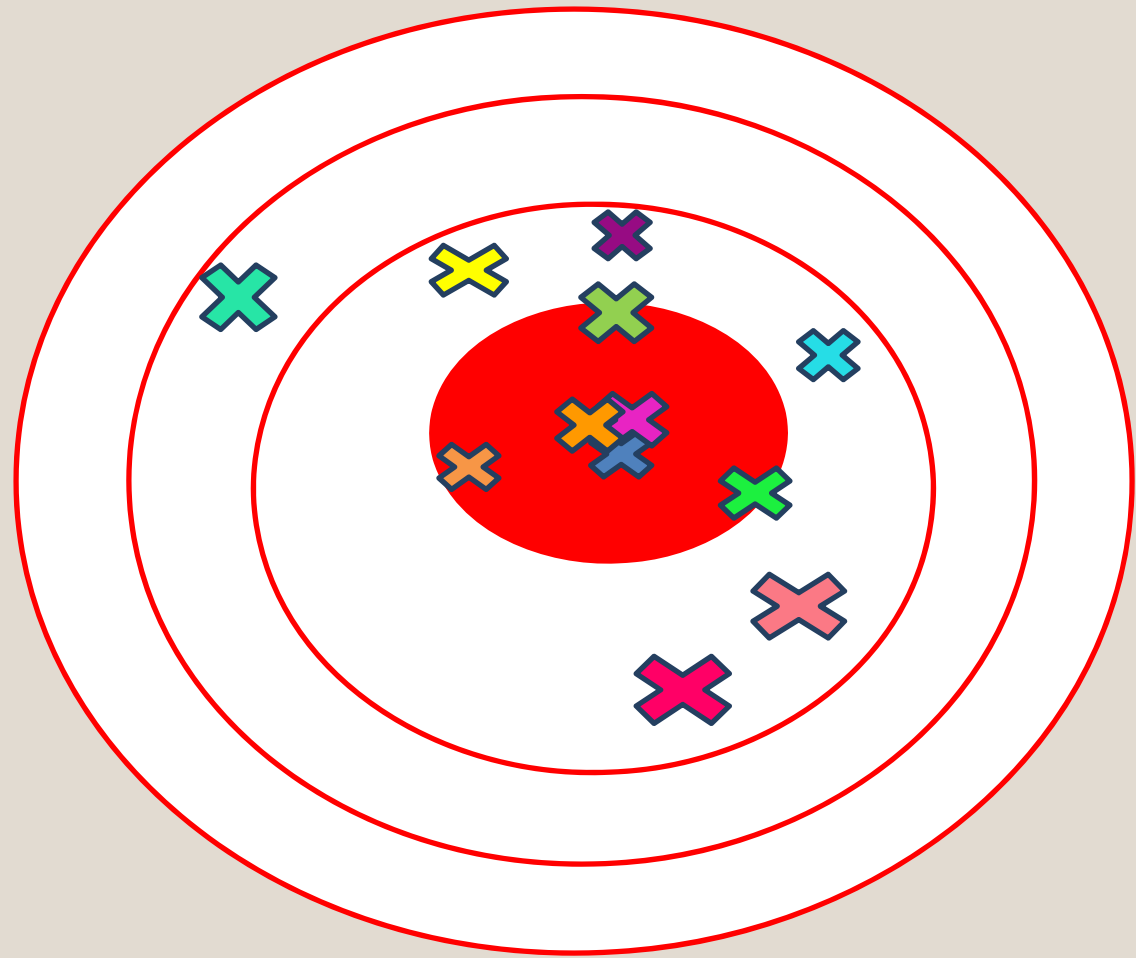
Work to motivate group and encourage.

I am going to take the action of getting involved with EYSC.

Make sure we include everyone who is interested in participating.

Learning how to be timing person in the meetings.

# Evaluation



## WHAT WAS LEARNED:

Where the money for the grant comes from

Facilitation process

Meeting facilitation

Importance of taking notes at meetings, staying on track  
and watching the time

How to do a “proper meeting” with roles, agenda, etc.

How to keep a meeting under control and on agenda

What “EYSC 8” was and more about the grant

How to make an agenda

I learned how to take charge of a meeting

Voting with a colored pen or stickers

How to create an agenda and properly run a meeting

## WHAT I WILL BE ABLE TO “RUN WITH”?

Be an “active” advisor

Help lead those around me

Youth Adult Partnerships and speaking

Take more of a part in meetings and participate more like taking notes

I can help my CAT group make our community a better place & show my 4-H group how to do a proper meeting

Action planning and capitals

Publicity such as trifolds/brochures, posters, and handouts

Get more people involved in the community

Speak better

Setting up a meeting and getting stats

I will remain with the group and take whatever needs to be done and give 110%

## HOW CLOSE TO THE “BULL’S-EYE”?

BULL’S-EYE!

“Precisely on Target” and full of understanding

Bull’s-eye!

“Almost a bull’s-eye”

Right on target

“yeah”

Bull’s-eye

Bull’s-eye

Bull’s-eye

In the second ring

Also in the second ring

3 of 11 said “Bull’s-eye”

## Project Progress Check-Up Sheet

How is your project going? Listed below are a series of steps you might be taking as your project unfolds. After you identify the people who know your project well, have them complete this form.

Have the people who fill out this form consider each step listed in the first column, and then circle the number that best matches how they feel your project is doing.

### Part One: Issue Discovery and Action Project Identification

Rate how well the team did in:

	Not done	Needs more work	Good progress	Completed	Don't Know
Determining methods to be used for issue discovery	1	2	3	4	n/a
Conducting issue discovery process	1	2	3	4	n/a
Recruit community stakeholders to participate	1	2	3	4	n/a
Conduct community forum(s) or similar dialogue(s)	1	2	3	4	n/a
Deciding on single broad community issue to be addressed by the action plan	1	2	3	4	n/a
Identify community capitals being addressed	1	2	3	4	n/a
Creating a first action plan to address the issue	1	2	3	4	N'a
Determining a solution that has a good chance of affecting the issue	1	2	3	4	n/a
Determining a solution that will be long lasting	1	2	3	4	n/a
Inspiring others to help with the solution	1	2	3	4	n/a
Creating a storyboard for project	1	2	3	4	n/a

## Part Two: Action Project Planning

Rate how well the team did in:

	Not done	Needs more work	Good progress	Completed	Don't Know
Identifying and gathering what was needed to do this project (e.g., money, volunteers, experts)	1	2	3	4	n/a
Naming the project in a way that describes the project well and engages community stakeholders	1	2	3	4	n/a
Setting a clear overall project goal	1	2	3	4	n/a
Setting clear project mini goals	1	2	3	4	n/a
Developing clear roles for all team members	1	2	3	4	n/a
Identifying community stakeholders to support the project	1	2	3	4	n/a
Presenting the project idea to key community members	1	2	3	4	n/a
Creating a clear budget for the project	1	2	3	4	n/a
Determining which community capitals the project addresses	1	2	3	4	n/a
Identifying potential collaborators that match community capitals being addressed	1	2	3	4	n/a
Recruiting identified collaborators to serve as leaders, mentors, educators, funders, or information providers	1	2	3	4	n/a



### Part Three: Action Project Implementation

Rate how well the team did in:

	Not done	Needs more work	Good progress	Completed	Don't Know
Having team meetings	1	2	3	4	n/a
Communicating with team members and leaders about project process	1	2	3	4	n/a
Reviewing the budget and making changes as needed	1	2	3	4	n/a
Identifying challenges to the project and making changes as needed	1	2	3	4	n/a
Continuing to identify community resources	1	2	3	4	n/a
Recruiting others to join the project implementation team	1	2	3	4	n/a
Keeping plans on track and on time	1	2	3	4	n/a
Getting publicity for the project (e.g., newspaper, radio)	1	2	3	4	n/a
Celebrating project successes with the community	1	2	3	4	n/a

**Part Four What Happens Next?**  
 Rate how well the team did in:

	Not done	Needs more work	Good progress	Completed	Don't Know
Finding or building leaders among others on the team or in the community	1	2	3	4	n/a
Communicating a vision for the project to the team or others in the community	1	2	3	4	n/a
Finding community members who plan to keep the project going	1	2	3	4	n/a
Developing a strategy to keep the project going beyond the EYSC project funding	1	2	3	4	n/a
Developing a reliable support system for the project (including funding, volunteers, etc.)	1	2	3	4	n/a

# Post-then Pre Survey



## Engaging Youth, Serving Community Youth/Adult Leadership Skills Post-then-Pre Survey (EYSC8-New)

### Part 1. Your Leadership Skills

**Directions.** For each of the leadership skills listed below, rate your ability to perform each skill. In the left-hand columns, indicate your ability **BEFORE** participating in the EYSC project. In the right-hand columns, indicate your ability **AFTER** participating in the EYSC project. Circle the number that matches your answer at the top of the columns.

	BEFORE				AFTER			
	No Ability	Some Ability	Good Ability	Excellent Ability	No Ability	Some Ability	Good Ability	Excellent Ability
1. I can organize a group activity.	0	1	2	3	0	1	2	3
2. I can organize information.	0	1	2	3	0	1	2	3
3. I can establish time use priorities.	0	1	2	3	0	1	2	3
4. I can lead group discussions.	0	1	2	3	0	1	2	3
5. I can evaluate programs.	0	1	2	3	0	1	2	3
6. I can work as a team member.	0	1	2	3	0	1	2	3
7. I can speak before a group.	0	1	2	3	0	1	2	3
8. I can keep written records.	0	1	2	3	0	1	2	3
9. I can see things objectively.	0	1	2	3	0	1	2	3
10. I follow a process to make decisions.	0	1	2	3	0	1	2	3
11. I can plan programs.	0	1	2	3	0	1	2	3
12. I can identify resources.	0	1	2	3	0	1	2	3
13. I can share new ideas with others.	0	1	2	3	0	1	2	3
14. I can teach others.	0	1	2	3	0	1	2	3
15. I can meet with others.	0	1	2	3	0	1	2	3
16. I can relate to people from other cultures and backgrounds.	0	1	2	3	0	1	2	3

### Part II. Your Activities

For the statements below about your EYSC project experience, indicate how much you agree with the statements by circling the number of your answer that matches the answer at the top of the columns.

	Strongly Disagree			Strongly Agree
	1	2	3	4
17. I taught others.	1	2	3	4
18. I acted as a mentor to others.	1	2	3	4
19. I planned learning activities.	1	2	3	4
20. I am more confident in helping others.	1	2	3	4
21. I am more confident in myself overall.	1	2	3	4

# WA State results

## Engaging Youth, Serving Community

EYSC9 Youth Leadership Skills Post-then-Pre Survey

User: 169068 Dale Larson



Total # Participants: 28

	Before		Now	
	Total Responses	Mean	Total Responses	Mean
1 I can organize a group activity	28	1.75	28	2.29
2 I can organize information	28	1.89	28	2.29
3 I can establish time use priorities	28	1.75	28	2.29
4 I can lead group discussions	28	1.82	28	2.32
5 I can evaluate programs	28	1.50	28	1.86
6 I can work as a team member	28	2.54	28	2.86
7 I can speak before a group	27	1.85	27	2.30
8 I can keep written records	26	1.69	27	2.19
9 I can see things objectively	27	1.93	27	2.28
10 I follow a process to make decisions	28	2.00	28	2.50
11 I can plan programs	27	1.74	27	2.44
12 I can identify resources	28	1.71	28	2.21
13 I can share new ideas with others	28	2.32	28	2.71
14 I can teach others	28	1.82	28	2.29
15 I can meet with others	28	2.32	28	2.64
16 I can relate to people from other cultures and backgrounds	28	1.96	28	2.38
t-test probability: 0.0000014708	Overall:		1.91	2.36

(Note: If the t-test probability is below .05, the pretest and posttest means are significantly different.)

	Frequencies				Total Responses	Mean
	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4		
17 I taught others	3	2	18	5	28	2.89
18 I acted as a mentor to others	1	7	15	5	28	2.86
19 I planned learning activities	2	6	12	8	28	2.93
20 I am more confident in helping others	1	1	14	11	27	3.30
21 I am more confident in myself overall	1	0	16	11	28	3.32
Overall:					3.06	

22 Is this your first year participating in this project?	Yes	%	No	%	No Response
	2	50.0	2	50.0	24
23 Which of the following best describes you?	Youth	%	Adult	%	No Response
	13	76.5	4	23.5	11

## National results

Table 2. *Leadership Skills Post-then-Pre Survey Results*

(Scale: 0 = no ability; 1 = some ability; 2 = good ability; 3 = excellent ability.)

Note: Overall *t*-test probability < 0.001 (pretest and posttest means are significantly different).

Question	Responses	Pretest Mean	Posttest Mean	Mean Difference
1. I can organize a group activity	366	1.69	2.31	.62
2. I can organize information	366	1.85	2.34	.50
3. I can establish time use priorities	366	1.72	2.25	.53
4. I can lead group discussions	366	1.65	2.28	.63
5. I can evaluate programs	366	1.41	2.05	.64
6. I can work as a team member	366	2.32	2.71	.39
7. I can speak before a group	366	1.78	2.32	.54
8. I can keep written records	366	1.69	2.20	.50
9. I can see things objectively	366	1.82	2.30	.48
10. I follow a process to make decisions	366	1.86	2.36	.50
11. I can plan programs	366	1.64	2.23	.58
12. I can identify resources	366	1.72	2.27	.55
13. I can share new ideas with others	366	2.11	2.60	.49
14. I can teach others	366	1.95	2.46	.51
15. I can meet with others	366	2.17	2.59	.42
16. I can relate to people from other cultures and backgrounds	366	1.92	2.37	.45
Overall	366	1.83	2.35	.52

## National results, cont.

Table 4. *Leadership Activities Questionnaire Frequencies of Responses*

\* Percent of respondents reporting “agree” or “strongly agree.”

Question	Responses	Strongly Disagree	Disagree	Agree	Strongly Agree	Percent A or SA*
17. I taught others	339	10	39	199	91	85.5
18. I acted as a mentor to others	339	13	52	183	91	80.8
19. I planned learning activities	339	11	69	163	96	76.4
20. I am more confident in helping others	338	5	11	176	145	95.2
21. I am more confident in myself overall	338	6	24	159	149	91.1

## National outcomes

Table 5. *Frequencies and Percentages of Responses to Project Outcomes Questions*

Question	Yes		No	
	Frequency	Percent	Frequency	Percent
Have community leaders demonstrated more positive attitudes about youth being actively involved in leadership roles in the community? (MT Outcomes 3 and 7)	125	93.3	9	6.7
Has the project reflected the diversity of the community? (MT Outcome 8)	111	85.4	19	14.6
Has the community seen an increase in opportunities for youth to be involved in positive youth development activities as a result of the project? (ST Outcome 4)	108	83.7	21	16.3
Have project participants (youth and adults) shown an increased commitment to the community as a result of the project? (MT Outcome 4)	124	92.5	10	7.5
Did youth and adults learn how to identify community issues and assets while participating in the project? (ST Outcome 2 and MT Outcome 5)	129	96.3	5	3.7
Did the youth and adult leaders apply leadership skills from their training to local situations? (MT Outcome 1)	124	94.7	7	5.3
Are youth involved in authentic decision-making partnerships with adults? (MT Outcome 2)	75	90.4	8	9.6
Have adult community leaders committed resources and/or changed policies in support of Youth in Governance investment (MT Outcome 6)?	46	61.3	29	38.7
Has trust been established between youth and adults in order to affect community change (MT Outcome 3)?	77	93.9	5	6.1

## Clarkston - Mark Heitstuman, County Educator

Population 7174.

Chosen Issue: Childhood Obesity

Here the EYSC8 Community Action Team has partnered with other community youth groups including the Asotin County Youth Commission, Clarkston and Asotin School Districts and the WSU Gear-Up Program, to identify issues in their community, plan a community forum and implement strategic action steps. Issues were identified through student surveys, and community calls. Research was done with local businesses, governmental entities and school officials to design the best approaches to affect the issues and community shareholders will partner with the youth to implement the action steps.



## Cathlamet – Carrie Backman, County Educator

Population: 3,978 (county)

Chosen Issue: Community Pride

the EYSC effort is associated with the 4-H Afterschool program with a focus on enhancing service learning through hands on experiences in citizenship and leadership. This community exhibits diversity primarily in the cultural and economic realms, adapting to the new reality of becoming a bedroom community dependant on cottage industries and tourism after a long history of having forest products and fishery as their economic base and identity.

## Harrington - Karen Robertson, County Educator

Population :403

Chosen Issue: Community Pride

has recently been involved in community revitalization assessment. 4-H youth are working with the Chamber of Commerce, the Historical Society, and the FFA students at the school to evaluate the opportunities for youth in their community during out of school time and make their local community a place for teens, families and tourists enjoyable and fun. Together these local groups are conducting surveys and receiving input from community members to design and create better educational and recreational opportunities for youth . After their community forum, the group will implement community action plans that have been identified through the community's input.

## Northport- Shannon Rowley, County Educator

Population: 349

Chosen Issue: Access to post-secondary education.

experiences extreme isolation and a corresponding deficit of human and social capital. Youth feel hopeless for a positive future within their community thus brain drain is of high concern. Youth have been involved in the Horizons project and participated in study circles as part of needs assessment. They then participated in community visioning processes and committees to help in program design and implementation.

Update: new leadership has emerged with community school connection as emerging issue with CAT taking over the newsletter to facilitate greater communication

## Port Orchard - Kelly Fisk, County Educator

Population:7756.

Here the EYSC8 Community Action Team is comprised largely of members of the existing 4-H Teen Action Group.

The community is both adjacent to the Bremerton Naval Shipyard and site of the State Veteran's home. While a sizable number of families contain either military or civilian support personnel there is a concern that the veterans are a forgotten segment. The public forum revealed that local unit commanders, other service clubs, and residents of the Veteran's Home shared the same concern.

Partnerships have been made with the USN, USCGR&A, Boy Scouts, Rotary, and Home Depot as well as the Resident Council of the Retsil Veteran's Home.

## Questions?



## Weblinks

- <http://www.4-h.org/resource-library/professional-development-learning/4-h-youth-development/partnerships/>
- <http://www.4-h.org/youth-development-programs/citizenship-youth-engagement/community-action/rural-youth/>
- <http://4h.wsu.edu/news/current/veterans.html>
- <http://www.facebook.com/#!/pages/Engaging-Youth-Serving-Communities-Washington/197489513605375>