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Youth Teaching Youth Survey

Angela Hauer

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YOUTH TEACHING YOUTH SURVEY
Report of Results
Prepared by Angela J. Hauer
June 11, 1999

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INTERNAL SURVEY SUMMARY

The Youth Teaching Youth workgroup surveyed Minnesota’s 87 counties in February and March of 1999 (Appendix A). 68 of the 87 counties responded, 78%. Of those that responded, 44% (30) currently have ‘Youth Teaching Youth’ programming and 56% (38) do not. Of those that responded to the survey as currently not having ‘Youth Teaching Youth’ programming, 35% said that it has occurred in their county in the past. In previous years Alcohol Decisions had been done in ten counties, Project 4 Teens had been done in six counties, and Talking with TJ and Self Kare for Kids have both been done in four counties.

The program obstacles for both those counties which currently have YTY programming and those who do not, are very comparable (Graph 1). The biggest obstacle is lack of staff time (73-76%), with the second largest obstacle being scheduling (53-63%) within the schools as well as getting teen teachers out of the schools. Those that do not have YTY programming now listed obstacles such as; youth, county/community and personally uninterested as well as a lack of understanding of the YTY program. Some other reasons listed has obstacles are that the schools have their own agenda and peer helper/mediator groups, liability of teen teachers driving in-between schools, and some Extension staff are resistant to new innovations such as the YTY prevention programming.

Graph 1: YTY Program Obstacles

- Lack of staff time
- Lack of funding
- Youth need training
- Youth not interested
- Schools not interested
- County/community not interested
- I am personally not interested
- Scheduling is a challenge
- Transportation is a challenge
- We don't understand what it is
- Competition from other programs
- Other

* ■ YTY occurring
   □ No YTY
The benefits of the YTY programming are given more often for the teen teachers than for the students they are serving (Graph 2). Teen teachers seem to benefit most through 1) development of creativity and problem-solving skills, 2) increase in understanding about the needs of others, 3) improvement in communication skills, and 4) increase in self-esteem. The younger students who are taught by teen teachers seem to benefit most through 1) development of creativity and problem-solving skills, 2) development of decision making skills, 3) increase in pro-social behaviors, and 4) reduced incidences of at-risk behaviors. Academic improvement received the lowest percentage of responses for both teen teachers and students; one reason mentioned was that it is difficult for Extension offices to gauge this aspect of the YTY program.

Graph 2: Benefits of YTY Programs

The survey respondents were asked to address the benefits and barriers of YTY programming for six groups of people: teen teachers, younger students, adult teachers/advisors, schools, communities, and extension (Appendix B). The benefits to teen teachers are their taking responsibility for their own decisions, becoming more confident leaders and teachers, they are growing in self-confidences and assertiveness, and they are gaining an appreciation for their own teachers. The younger students are exposed to positive teen role models whom they look up to and respect, these teen teachers also reinforce information the classroom teacher has taught, and the students are given a valuable opportunity to connect with a teen in a mentoring type of role. Adult teachers/advisors biggest benefit is their new appreciation for the capabilities of the teen teachers. They also feel their students listen to the teen teachers better than themselves sometimes, and the teen teachers reconfirm what the classroom teachers have been teaching.
The schools like the YTY programming because it provides a service to them and helps with the education of their students on some "tough" topics. The communities benefit most by becoming aware of their valuable youth. It opens their eyes to see youth as a resource. The YTY program has gotten parents to talk with their own children, its added richness to summer camp and afterschool programs, and it has received recognition from a number of adult community service groups (including donations). 4-H/Extension benefits most through increased cooperation with the schools, as well as building community visibility and public relations. The YTY programming provides a new outreach potential and an excellent way to contact families that would not have been reached through traditional 4-H programming.

The largest barriers to providing YTY programming seem to be scheduling and time constraints. The teen teachers have busy schedules and classroom teachers are not always accepting of the teens missing class time, especially if they have block scheduling. Taking class time of younger students is a barrier as well. An ongoing barrier with younger students is that at times they are too immature to get the full message and at other times they are already experienced sexually and the message seems to get there too late. Adult teachers/advisors initial barrier is trusting the teens to teach and teach well, other barriers again are time constraints in the class room, and finding that one teacher who is willing to take on "another" responsibility. Schools primary have constraints when it comes to scheduling the programs and releasing teens to present these programs, paying for the programs can be an issue as well. Once communities understand the YTY effort they are very strong supporters of it, although there may be some turf issues in regards to who should be teaching what to whom. The biggest barrier in 4-H/Extension is the amount of time it takes to work with the schools (especially initial contacts), youth, and managing the program. Another barrier in 4-H/Extension is lack of funds and support within some counties to do this "non-traditional" 4-H work.

Respondents answered that their potential customers are most interested in addressing specific subject matter for prevention education (46%), while 31% are most interested in the benefits of the YTY process and 23% indicated both (although this was not an option given). Three counties indicated that schools "are very supportive of YTY process once they have seen it, but the subject matter is the entry point for the programming."

The top 3 things our respondents believe must be provided for an effective statewide system to support 'Youth Teaching Youth' programming are:

1) A state level contact person to keep current on teaching methods, activities, funding, and training and provide counties with recommendations for these. This would also provide some consistency and statewide public relations in YTY programming and research.

2) Updated subject matter for training materials such as Project for Teens.

3) Evaluation funding and financial support.

The subject matter that needs addressing in prevention education includes a number of issues from at-risk behaviors to violence prevention. Those mentioned most often include chemical use/drug and alcohol use, smoking and tobacco, violence/crime prevention and gang influence, and early sexual experimentation and pregnancy. A full list of ideas can be found in Appendix B.

The main people requesting YTY programming are school administrators, teachers, and staff. Others that may request it are community education personnel, counselors, and 4-H clubs/leaders.
Current or potential sources of funding come from a variety of service, private, and University of Minnesota affiliated organizations. Schools have at-risk funds that have been used to pay Extension for programs or to simply pay the expenses directly. Other school funds such as PTA, PTO’s, and the gifted program have paid for such programming. Private organizations and service clubs such as the Lions club, Rotary Clubs, and Fireman’s organizations have donated a number of dollars to YTY programming. Every county seems to have numerous resources to tap that will cover the expenses of YTY programming. See the YTY Program Funding & Cost sheet (Appendix C) to view the details of a few current YTY programs.

The largest current non-4-H YTY programming or prevention education that is taking place in some counties is DARE (Drug Abuse Resistance Education), which is a prevention education curriculum happening in 38 counties. ENABL (Educate Now Babies Later) was mentioned by nine counties and seems to be gaining strength over the Project 4 Teens curriculum. Many schools (8 counties) have their own peer helpers/mediators/training-taking place within the schools. Three counties mentioned anti-smoking and smoking prevention programming. Other curriculum that is taking place relates to chemical decisions, suicide prevention, seat belt use, violence/child abuse prevention, understanding diversity, and gambling. See Appendix B for a detailed list.

CURRENT PROGRAMMING

The county respondents indicated that YTY programming is taking place in 30 counties and Dad’s Make A Difference (DMAD) coordinator, Gary Greenfield, reported 22 counties carrying out their curriculum (Appendix D). Some counties overlap, with a total of 44 counties (51%), out of 87, that reported YTY programming. The majority of YTY prevention programming is done in a traditional school setting and charges no fee for their services. The median number of teen teachers per program is 15 with a median of 2 adult advisors (most likely teachers or extension staff). Overall, these programs reach 33,155 youth per year in grades k-9 and involve 1,045 adults.¹ There are at least 2,260 teen teachers that lead these programs throughout the state as well.

According to our respondents, DMAD is in 23 counties; Alcohol, Tobacco and other Drug programs are in 7 counties; and Project 4 Teens and Talking with TJ are in 5 counties. These appear to be the current four major program/curriculums offered around the state. The Program Detail Pages (Appendix D) show which counties offer what curriculum and how often.

Besides collecting sheer numbers of people these programs have impacted, we have also collected numerous replies from the students, teen teachers and classroom teachers in response to their experiences with the 4-H Extension YTY programs. Detailed lists of these quotes can be found in Appendix E. One student wrote, “There are both good and bad drugs, but all drugs can be harmful if used in the wrong way.” A teen teacher said the best thing about the program is “the fact that you can make a difference in people’s lives.” The classroom teachers seem to agree, one stated, ”my students ask questions they would never ask me.”

¹ Unfortunately, not all counties responded to the survey, therefore total numbers may be lower than actual numbers of youth and/or adults involved in the YTY programming throughout Minnesota 4-H Extension.
To: Extension STAFF with 4-H Youth Development Responsibilities

From: Youth Teaching Youth (YTY) Workgroup
    Carol Skelly       Mary Duncomb
    Jan Hively         Angie Hauer
    Gary Greenfield    Marie Lee-Rude
    Jennifer Skuza     Shirley Doering
    Betty McAndrews    Stephan Carlson

Date: February 18, 1999

We are a team of 4-H youth development educators and campus advisors who have received an Extension grant to develop a statewide plan for ‘Youth Teaching Youth’ prevention education (see next page for description). We understand that every county handles this programming differently. Therefore, we need information from every county in order to pursue this effort.

We are asking you, as the key contact person for 4-H in your county, to take responsibility for your county’s response to the following questions by e-mail, fax, or mail. If you are not the person working with this kind of program; please give this survey form to the right person. The deadline for responses is MARCH 5, 1999. You will receive a summary of our findings.

Call Carol Skelly (612-755-1280) or Jan Hively (612-626-7786) if you have questions. THANK YOU for your contribution to this important effort.

Please return survey responses by MARCH 5, 1999 via e-mail to ahauer@extension.umn.edu or via fax to Angie Hauer at (612) 626-1731 or via mail to Angie Hauer at the Center for 4-H Youth Development, 1420 Eckles Avenue, 340 Coffey Hall, St. Paul, MN 55108-6080.
SURVEY FOR “Youth Teaching Youth” (YTY) PROGRAMS
due MARCH 5, 1999

Name of person filling out this form:

Title:

Phone number:

County:

Other individuals who provided information for this form:

(Names and phone numbers):

INTRODUCTION

'Youth Teaching Youth' is a Minnesota 4-H Youth Development approach to prevention education. The program's success relies on adolescents who teach younger youth or peers within the context of a prevention education curriculum. Teaching in pairs or in larger teams, and coached by adult advisors, the youth work with groups of students in school classrooms, camps, clubs, or other community settings.

SECTION A: CORE QUESTIONS

A1. Is any 'Youth Teaching Youth' programming occurring now in your county? (circle one)

NO

YES

If NO, please continue to SECTION B.

If YES, please go to SECTION C.
SECTION B: FOR THOSE WHO CURRENTLY DON'T HAVE YTY PROGRAMS

B1. Has 'Youth Teaching Youth' programming occurred in the past? (circle one)

YES               NO

If YES, identify the program(s) here, by title.

B2. Please read the following list of YTY program obstacles and check those you think are serious obstacles.

   ___ Lack of staff time
   ___ County/community not interested
   ___ Schools not interested
   ___ Youth not interested
   ___ Youth need training
   ___ I am personally not interested
   ___ Lack of funding
   ___ Scheduling is a challenge
   ___ Transportation is a challenge
   ___ We don't understand what it is
   ___ Competition from other programs (please list competitors)

   ___ Other (Please explain)

PLEASE CONTINUE BY COMPLETING SECTION D.
SECTION C: FOR THOSE WHO CURRENTLY HAVE YTY PROGRAMMING

Cl. Please provide the following information for EACH YTY Program with which your county currently is involved. Use a copy of this sheet for each program. (Your responses should be based on your program statistics from October 1, 1997 – September 30, 1998).

PROGRAM CURRICULUM TITLE:

Name and phone number of U of MN Extension staff contact person:

Number of times the program(curriculum) was presented in 1997-1998:

Number of sessions in the program(curriculum):

Length of each session:

Setting (school, community, agency, camp, club, other):

What is the fee (in dollars, if any)?

Number of teen teachers:

Number of adult advisors - teachers:

Number of adult advisors - volunteers:

Number of adult advisors - extension staff:

Number of adult advisors - counselors:

Number of adult advisors - other professionals:

Number of younger students reached:

Grades of audience:

C1A. Please send a sample of any brochures or others materials you have used to describe your county’s YTY programs. These items will not be returned unless requested.
C2. Here are some benefits of YTY programs as described by research for both teen teachers and younger students. Please indicate which of these benefits fit your county's experience by placing an X in front of all of the items on the list that you or your colleagues have noted for either teen teacher, younger students or both.

<table>
<thead>
<tr>
<th>Teen Teachers</th>
<th>Younger Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________</td>
<td>_____________</td>
</tr>
<tr>
<td>Increase in self-esteem</td>
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<tr>
<td>_____________</td>
<td>_____________</td>
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<tr>
<td>Development of creativity, problem-solving skills</td>
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<td>_____________</td>
<td>_____________</td>
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<tr>
<td>Improvement in communication skills</td>
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<td>_____________</td>
<td>_____________</td>
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<tr>
<td>Increase in visibility of youth contributing service</td>
<td></td>
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<tr>
<td>_____________</td>
<td>_____________</td>
</tr>
<tr>
<td>Increase in social acceptance of youth</td>
<td></td>
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<tr>
<td>_____________</td>
<td>_____________</td>
</tr>
<tr>
<td>Increase in understanding about needs of others</td>
<td></td>
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<tr>
<td>_____________</td>
<td>_____________</td>
</tr>
<tr>
<td>Expanded opportunity for development of youth</td>
<td></td>
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<tr>
<td>_____________</td>
<td>_____________</td>
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<tr>
<td>Development of assertiveness</td>
<td></td>
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<td>_____________</td>
<td>_____________</td>
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<tr>
<td>Increase in pro-social behaviors</td>
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<td>_____________</td>
<td>_____________</td>
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<tr>
<td>Reduced incidences of at-risk behaviors</td>
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<td>_____________</td>
<td>_____________</td>
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<tr>
<td>Development of decision making skills</td>
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<td>_____________</td>
<td>_____________</td>
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<tr>
<td>Academic improvement</td>
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<td>_____________</td>
<td>_____________</td>
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<tr>
<td>Increase in team spirit</td>
<td></td>
</tr>
<tr>
<td>_____________</td>
<td>_____________</td>
</tr>
<tr>
<td>Better overall school atmosphere</td>
<td></td>
</tr>
</tbody>
</table>

C2A. Please describe any other benefits that you have noted for the following groups as a result of YTY programming. Write your responses below.

Teen teachers:

Younger students:

Adult teachers/advisors:

Schools:

Communities/counties:

4-H/Extension:
C2B. Are your county's potential customers for YTY programs most interested in: (check one)

___ a) the benefits of the YTY process? Or

___ b) addressing specific subject matter for prevention education?

Comments:

C3. Please read the following list of YTY program obstacles and check all those that you think are serious obstacles.

___ Lack of staff time
___ County/community not interested
___ Schools not interested
___ Youth not interested
___ Youth need training
___ I am personally not interested
___ Lack of funding
___ Scheduling is a challenge
___ Transportation is a challenge
___ We don't understand what it is
___ Competition from other programs (please list competitors)

___ Other (Please explain)
C3A. Please describe the barriers your county has faced in providing YTY programming for the following...

Teen teachers:

Younger students:

Adult teachers/advisors:

Schools:

Communities/counties:

4-H/Extension:

C4. In your opinion, what one or two things must be developed/provided for an effective statewide system that supports "Youth Teaching Youth" programming?

C5. Do you have any anecdotes or testimonials about YTY programming that you would like to share? Please circle your response. A member of the workgroup will call you and ask for your comments.

YES

NO
SECTION D: FURTHER INFORMATION

D1. As you consider the needs for prevention education in your county, what subject matter is needed most?

D2. If you have been asked to develop or implement YTY programs in your county, who is asking for the program? (Examples: teachers, school administrators, 4-H clubs, community agency representatives, etc.)

D3. Please list current or potential sources of funding that exist for organizations interested in YTY programming or prevention education programming (e.g. at-risk funding for school districts). Circle those sources that have provided funding for your programs.

D4. Please list any non-4-H YTY programming or prevention education programming that is currently being implemented in your county (e.g. DARE).

D5. Would you like to review the concepts or products for YTY prevention education as the workgroup proceeds with this effort? (circle one)

YES  NO

THANK YOU. We will provide a summary of our findings.

Please return by MARCH 5, 1999
via e-mail to ahauer@extension.umn.edu or
via fax to Angie Hauer at (612) 625-1731 or
via mail to Angie Hauer at the Center for 4-H Youth Development, 1420 Eckles Avenue, 340 Coffey Hall, St. Paul, MN 55108-6080.
INTERNAL SURVEY TEXT RESPONSES

B1. Past ‘Youth Teaching Youth’ programming that took place in your county.
   Alcohol Decisions (10)
   Camp (overnight & day) (2)
   DMAD (2)
   Dads Make a Difference - still happening without Extension office
   ENABL - still happening without Extension office
   Environmental Program - GROW Team
   Informal YTY programs took place this year, such as: Youth led woodworking trainings, sculpting,
   needle arts, sewing workshop, darkroom and film development, facepainting, ceramics,
   aerospace, and gardening to name a few.
   Kids in Nutrition and Healthy Eating
   Peer Mediation
   Pregnancy Prevention
   Project 4 Teens (6)
   Project Trainings/Oriented (2)
   Self Kare for Kids (2)
   Sex Education
   TAD (Teen Alcohol Decisions)
   Talking with TJ (4)
   Teen Recycling and Environmental Educators (TREES)
   Teens in Distress

B2. Competition from other programs
   DARE (2)
   ENABL (Education Now and Babies Later) (3)
   Get general school and family commitments
   Project Charlie (chemical awareness and self-esteem taught to elementary age)
   TATU (Teens Against Tobacco Use)

Other YTY program obstacles
   The schools do their own peer helper/mediators groups with no help from Extension. (2)
   The schools and staff have their own agenda. Peer mediation is strong in many schools.
   Schools often interested but not willing to commit staff and/or finances.
   Liability has been an issue - teens driving between schools
   Lack of youth time (they are involved in everything in a small county)
   Easier for the schools to coordinate
   Not sure it's ever been tried; we are talking about it in our county.
   Traditional staff is very resistant to new innovations.
   Funding for a person to do part time programming.
C2A. Note the benefits of YTY programming for the following groups

TEEN TEACHERS:
Better understanding of “sexuality” choice & how important older teens are to 7th & 8th graders. Sense that they as youth can take responsibility for their own generations’ decisions. (2)
Development of mentoring/role model relationships (3)
Development of positive relationship between teens and faculty. Teens feel good about themselves—often hear “I wish I’d had this when I was younger.”
Become more confident and learn of their skills in teaching youngster (4)
Develops cohesiveness among the teens, common goals.
These students get a feeling (positive or negative) for wanting to go into education/teaching (3)
Having the opportunity to meet and work with teens from other schools in the county.
Growth in self-confidence (4)
Assertiveness
Better respect for their own teachers – realize the struggles and stress (preparation & lesson plans)
Become critical thinkers
Become more involved in other activities
Give them a better understanding of the issues

YOUNGER STUDENTS:
Increased knowledge of “sexuality” choices - connect to “teen” a few years older. (2)
Someone “like” them is sharing a valuable set of experiences.
Development of mentoring/role model relationships (2)
Are exposed to positive teen role models and hear same message as a group. (3)
Enjoy the program when teens are involved, increased in enthusiasm (2)
See older students in new roles, not just as athletes; Respect teens, look up to them (5)
Having positive role models come into their classrooms and talk to them and then be able to see these teens in the community in sports activities, school plays, or just working at McDonald’s.
Start to make good choices (2)

ADULT TEACHERS/ADVISORS:
Another vehicle to connect youth.
Learned a new appreciation for the capabilities of the teen teachers. Comments like “what a neat bunch of kids-they want to do more.” (7)
Loves the training is done locally, but provided by someone outside of school in a non-school setting.
Layer the learning among teens and children, better program. Reconfirm what teachers have been doing (2).
Take a personal interest in their students; take pride in having former students teach in their classroom.
Stress more information on building friendships.
Classroom teachers make comments about how their students listen to the teen teachers better than they listen to them. The classroom teacher loves having the teens come in (3)
See the youth as resources.
SCHOOLS:
Connection to extension for programming with youth.
Relieves them of the responsibility for addressing a “tough” topic, this has come to them from a community based coalition that reviewed the available curriculums. All 3 public school systems are supportive of this curriculum.
Help with education (one less “burden” for the teacher); providing a service to the school families.
(2)
Increased respect for teens and what they can accomplish.
Connect with other community organizations and expanding their resources & opportunities (2)
Need to find the positive-right person-for the sell.
See the youth as resources (3)

COMMUNITIES:
Youth service & volunteerism builds awareness of value of youth! See youth doing good in community. See the youth as resources. (9)
Gotten more parents to talk with their own children. Reduced number of teen pregnancies.
Has added richness to summer enrichment, after school and summer camp programs (2)
Programs are well accepted in the communities. And highlighted in the media (2).
We have a way to go here-some communities say-didn’t know there was such a program.

4-H/EXTENSION:
Outreach potential is expanded to more audiences. Promotion of points of integration between traditional 4-Her’s and non-traditional youth. (4)
Community visibility, positive PR (4)
Provide service to the community.
Provide connection to the schools. Builds good relationships. Increased cooperation between schools & Extension (5).
I feel I am using my specialization in a niche that no one else currently provides.
Added richness, developed core groups of teens, increased transfer responsibility of learning more readily.
New people to share with what Extension & 4-H are; Reaching families that would never have contacted in other ways (4)
Excellent opportunity for youth and adults to come together under a non-parental/non-teacher situation. Teens have another adult in their life that they can talk to and form a bond with.
Increased respect for teens and what they can accomplish.

C2B Comments:
We are building the belief that youth are excellent educators and role models for peers and younger students (2)
Schools are very supportive of YTY process now that they have seen it, but the subject matter is the entry point for the programming. Those using are believers; they’re really after curriculum that can be used by teen teachers. (3)
I think they see the benefits both ways (2)
C3.
Schools not interested
Because of lack of staff time.

**Competition from other programs**
Grad Standards performance packages have demanded more classroom teacher time.
Jobs
Peer helper programs that want to deliver without training
Schools having difficulty meeting requirements and are cutting back, spending more time on
reading & math skills
Sports practices (2)
DARE (2)

**Transportation is a challenge**
Multi-buildings in different communities
Schools YTY programs
Teens Against Tobacco Use

**Other YTY obstacles**
Demand for the program - schools or people know of it and want it too (relates to lack of time).
Teachers who won’t let kids out of class.
Has a good county reputation – needs statewide way to package and market materials.
No support or leadership on the state level.

**C3A. Barriers to providing YTY programming.**

**TEEN TEACHERS:**
Need to expand pool of youth that could schedule this into their already busy daily
activities/commitments
Initially hard to recruit teens in some schools it is harder to get boys to volunteer to teach.
Staff time to gather core groups of teens.
Getting them from one school to another (4)
High school teachers are not always accepting of the teens missing class time. (2)
Block scheduling is a challenge. Really have to work with the schools to officially coordinate the
program (3)
Need to recognize and seek creative ways for teen to receive credit for YTY work.
Busy schedules, hard to make a commitment time (2)

**YOUNGER STUDENTS:**
Some are already experienced sexually, so 8th grade seems to late. Some too immature to get full
message.
Taking class time.
Time limits to get into classroom.
Matching their schedule with the teen teachers.
ADULT TEACHERS/ADVISORS:
Initially trust on what the teens could do and concern with the curriculum topic.
Not buying into the idea. Attitudes (2)
Scheduling. Not willing to give up class time.(2)
When they have their own classes it is hard for them to be really involved.
Teachers love YTY delivery method, but has time constraints.
Not always someone at the school willing to take on "another" responsibility; Need a "coach" to follow/advise the team (2)
SCHOOLS:
Arrange training and time to do programming. (2)
How to get effective scheduling.
Initial support for curriculum and to "release" the time (3)
Transportation.
Ways to pay for programs
Not having a clear idea of what YTY is (2)
Schools districts have youth development funds and employ their own “drug/alcohol czars, etc.”

COMMUNITIES:
Feel the community is receptive.
Understanding effort in YTY. Once they understand they are strong supporters. (2)
Some conflicting or turf issues.
Lots of communities/schools.
Attitudes.

4-H/EXTENSION:
Only 75% time in Benton Co. (lack of staff time); Lack of time; Staff time to do training or work with the schools, we have “full plates”; Only a part time staff person (11)
Keeping current and adding new activities
Managing large YTY program along with other 4-H specialization programs.
Some (in cluster) don’t believe in the efforts. Thank God for full support in our County!
Not having a clear idea of what YTY is.
Lack of money/funds (2)

C4. Things that must be provided for an effective statewide system that supports ‘Youth Teaching Youth’ programming?
Consistency
Evaluation funding (2)
Clear expectations of teen teacher (adequate preliminary training & ongoing adult supervision). We need to work on putting together a YTY basic training handbook. Youth are capable of researching or finding material to teach, but need some help learning how to teach. And to evaluate what they have achieved.
Financial support; See money. (4)
Updated subject matter such as the training materials for project 4 Teens. The P4T team members training manual is getting dated. I would like some new statistics, new teaching ideas.
Consistent, up-to-date curriculum (5)
A state level contact person who can keep us provided with the most current statistics, teaching methods and activities and to sift through all materials (identify good stuff) and recommend resources. State contact educator to see big picture and be sounding board and trainer for statewide programs. State contact person needs to keep tabs of future funding sources and coordinate efforts so not all counties are going on their own. Value put back on it by the Center. (9)

PR that promotes research of the impacts these programs make and why Extension has the expertise to offer them (2)

Good relations with schools.

Training for Extension Staff who manage programs. At various locations throughout the state, especially outstate (3)

Credibility (get this from Dept. of Child, Family, & Learning) – let’s get Jessie Ventura to endorse us.

Get Extension offices excited.

Staff to manage completely. Can’t add more to workload!

D1. Subject matter needed for prevention education?

<table>
<thead>
<tr>
<th>Subject Matter</th>
<th>Pre-parenting, Teen pregnancy (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol revision</td>
<td>Project 4 teens sexuality – revision/emphasis on building friendships</td>
</tr>
<tr>
<td>Alternatives for youth</td>
<td>Respect Issues (3)</td>
</tr>
<tr>
<td>At-risk behaviors (2)</td>
<td>Self Defense, assertiveness</td>
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<tr>
<td>Assee Buildling/Character education (3)</td>
<td>Self-esteem</td>
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<tr>
<td>Chemical use/Drug &amp; Alcohol use (16)</td>
<td>Sexual abuse/date rape</td>
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<tr>
<td>Cultural Awareness/Diversity (2)</td>
<td>Smoking/Tobacco (11)</td>
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<td>Decision making/Peer pressure (2)</td>
<td>Theater delivery method</td>
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<td>Drop out</td>
<td>Too early sexual experimentation/Pregnancy; Sexuality (7)</td>
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<td>Eating Disorders &amp; body image (2)</td>
<td>Violence/Gangs influence &amp; Crimes/Violence prevention, Bullying/Teasing (11)</td>
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<tr>
<td>Environmental Education to meet grad standards</td>
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<td>Health Issues</td>
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<td>Positive Youth Development (not one specific topic)</td>
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D2. Who is asking for YTY programs?

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<tr>
<th>Agency/Personnel</th>
<th>Parent groups in schools</th>
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<td>Advisor to Students Taking a Right Stand (STARS)</td>
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<td>Agencies involved in the water plan</td>
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<td>Community Education Personnel (7)</td>
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<td>Counselors (4)</td>
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<td>Department of Corrections</td>
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<td>4-H Club Leaders (4)</td>
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<td>Police</td>
<td></td>
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<tr>
<td>School administrators/teachers/staff (16)</td>
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<tr>
<td>Social Services/Family Services (2)</td>
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<tr>
<td>Teens who are interested</td>
<td></td>
</tr>
<tr>
<td>Youth Service Learning Coordinators (YSL)</td>
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</table>
D3. Current or potential sources of funding. An X in front of those that have provided funding in the past.

At-risk school funds have been used (7)
Blue Cross Blue Shield
Business Grants (i.e. Target)
Child Support Dollars
Chemical & Violence funding for schools?
Civic Organizations (Lions Clubs, Rotary Clubs, Fireman’s’ organizations) (3)
Community partnership with youth and families
Dept. of Public Safety Grants (2)
Drug Free school money
ENABL
Family Service Collaborative (4)
4-H Foundation (3)
Grant U of M from National Cancer Society for Tobacco Free Future
Healthy Community Initiative
Healthy Youth Money
Indian Reservation Mentoring $ through PACT 4 (2)

Individual Donations
Initiative Fund
Isanti Co. Water Plan is paying for the Environmental Field Day in spring
Lutheran Brotherhood
Lutheran Social Services
Maternal and Child Health
MDH Prevention and Intervention
PTO/PTA Organizations
School Drug Prevention $
Schools gifted program pays for the teen registration fee for training
Schools have a designated person to develop resources and programs
Service Clubs (5)
SW Minnesota (Initiative Fund) Foundation School Districts (2)
Scott County
United Way

D4. List any non-4-H YTY programming or prevention education programming that is currently being implemented in your county.

Alternative Schools
Anti-smoking/Smoking prevention (3)
CARE group
Chemical Decisions
Co. wide drug committee
DARE (38) - taught by police officers
DMAD (3)
ENABL (9) gaining strength over P4T
Free at Last
Kick Butts - tobacco use prevention
Lions Quest
MADD
Marine Corps Drug Education
Mercy/Unity Hospital Drug Education
NAB Council
Peer Helpers/Mediators/Training (8)
Places and Spaces
Prior Lake Life Guides Outreach
Project Charlie

Project 4 Teens
Project Sight
Respect Team
Road to Understanding (Diversity)
Safe Night – Violence/child abuse prevention
Suicide Prevention
TAD (2)
Taking Control - school teaches about seat belts, drinking & driving/riding.
Target Team (3)
TATU (2)
Teen Gambling
Touch
Urban League
Window’s and Refuse for abuse
YEA
Youth and Recognition team
## APPENDIX C

<table>
<thead>
<tr>
<th>COUNTY</th>
<th>PROGRAM</th>
<th>COST</th>
<th>FUNDING</th>
<th>STAFF</th>
<th>MATERIAL</th>
<th>TRANSPORTATION</th>
<th>MISCELLANEOUS</th>
<th>EXPLANATION</th>
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<td>BELTRAMI</td>
<td>Respect Teens (cluster-wide program)</td>
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<td></td>
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<td></td>
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<td>t-shirts, insurance, snacks, and Leaders Council</td>
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<td>BENTON</td>
<td>Camp Programs</td>
<td>$4395</td>
<td>Brat Sale, Car Wash, Xmas wreaths, Foley Lions Club, Pleasureland Recreation, counted penny collections. Raised $1,895</td>
<td>$1008</td>
<td>$150</td>
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<td>Teens Against Tobacco Use (TATU)</td>
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<td>American Cancer Society, American Heart Society, American Lung Association (it's their curriculum-they pay for it)</td>
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<td>CROW WING</td>
<td>ENABL</td>
<td>$30,000</td>
<td>State legislature ENABL grant &amp; maternal child health</td>
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<td>$800</td>
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<td>FARIBAULT</td>
<td>DMAD moved into Project 4 Teens</td>
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<td>United Hospital District $150 to train teens</td>
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<td>LYON</td>
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<td>$569.82</td>
<td>School pays $30/person to attend, covers all expenses but staff time.</td>
<td>$144</td>
<td>School pays</td>
<td>$84.95</td>
<td>School pays directly</td>
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<td>MARTIN</td>
<td>Kids Can Make a Difference</td>
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<td>National Congress Plan of Action 4-H Foundation-$445 Local-$350</td>
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<td>$430</td>
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<td>School pays out of drug money, $8/student</td>
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<td>RED LAKE</td>
<td>Tobacco &amp; Alcohol Drug Use Prevention</td>
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<td>Quin Co. Health Services MN Dept. of Health School - $100</td>
<td>$6,525</td>
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<td>RENVILLE</td>
<td>DMAD</td>
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<td>Child Support-$100 for lunch</td>
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## YTY Program Funding & Costs, 1997-1998

### APPENDIX C

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<thead>
<tr>
<th>COUNTY</th>
<th>PROGRAM</th>
<th>COST</th>
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<th>TRANSPORTATION</th>
<th>MISCELLANEOUS</th>
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<tr>
<td>SCOTT</td>
<td>4-H Alcohol Decisions 4-H Choices Program TJ 2</td>
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<td>Scott Co. Pork Producers - $6,100 Jordon Lions-$4,000 Jordon Fire Dept.-$1,000 Kononia Retreat Center-$1,000 Shakopee Lions-$500 Shakopee Rotary-$500 Belle Plaine Changer-$500 Prior Lake Optimist Club-$300 New Prague Rotary-$250 4 small groups-$300</td>
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<td>STEVENS</td>
<td>Afterschool Cloverbuds</td>
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<td>--</td>
<td>Community Ed. Pays for snacks</td>
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F:\USER\AHAP"\YTY\ProgramFUNDS.doc
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<tr>
<th>County</th>
<th>Title</th>
<th># given per year</th>
<th># sessions</th>
<th>length in hrs.</th>
<th>setting</th>
<th>fee</th>
<th># teachers</th>
<th>teachers</th>
<th>volunteers</th>
<th>ext. staff</th>
<th>counselor</th>
<th>other</th>
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| Mean          | 5.50 | 2.08 | 1.16 |
| Median        | 3.00 | 1.00 | 1.00 |
| Mode          | 3    | 1    | 0.83 |

**Totals**

- Adults: 1,045
- Mean: 8
- Mode: 1
- Median: 2

**Appendix D**

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YTAN ENECDOTES

ANOKA COUNTY: ALCOHOL/TOBACCO DECISIONS PROGRAM

Students:
“I didn’t know that alcohol was that bad. It made me feel like I never want to do drugs. I liked everything.”

“I learned that not all teenagers think smoking is cool and that you shouldn’t be stupid and drink alcohol because then you do become stupid. The program made me feel like my decision was even more right because it showed us not to use tobacco and alcohol and always had an answer to back it up.”

“My grandma just quit smoking and now when I go over to her house it smells fresher.”

“I didn’t know that wine was a drug and that cigarettes were so powerful. I learned a lot about alcohol and tobacco from the videos.”

“My dad smokes and I felt when I grow up I might smoke too since I’m used to it, but I was wrong. I’m the one who can make the choice to do drugs.”

“I thought it would be easy to tell someone off who’s trying to persuade you to smoke or drink, but it’s really hard.”

Classroom Teachers:
“I think they’re doing a great job; the strengths include the wonderful young adults who choose to be involved in this program - great role models.”

“After reading the students evaluations, I see that the increased awareness of the dangers of alcohol/tobacco is very apparent. With high school students presenting this information the students are very interested. The message has certainly reached them.”

“Teen teachers as a positive role model is a major strength. Easy for 4th graders to relate to them. Information presented by them in a meaningful, logical order. Videos are wonderful, appropriate and good length. All activities change frequently in the hour to hold the attention of the 4th graders. Thought provoking situations presented.”

“Gives high school students a chance to see if they’d like to consider education as a career. It also allows elementary students to hear drug facts from someone more their own age.”

BIG STONE COUNTY: CHEMICAL DECISIONS PROGRAM

Students:
“Drugs are more dangerous than I thought, and some can be addictive.”

“There are both good and bad drugs, but all drugs can be harmful if used in the wrong way.”

“There are better things to do than drugs.”

Teen Teachers:
“It was very informative, you can teach while having fun in the process.”

“Kids know a lot more than I ever expected them to.”

“I was amazed to learn that everyday household & personal use products that we use can be very harmful.”

CROW WING COUNTY: POSTPONING SEXUAL INVOLVEMENT

Students: In response to the question; What did you like about the program?
"I liked that the kids could talk about why to wait to have sex."
"It was easier to talk to them than adults because they are closer to us in age."
"I liked how we could talk it over with people other than parents."
"I liked that they took the time to come in. I think the sessions should be longer."
"It was easy to talk. There wasn’t enough class time."
"They all told the truth."
"They were fun and interesting."
"The high school kids teaching it."
"I liked the girls [being] up front."
"I liked the teachers and getting out of health class."
"No one made us talk about sex."
"I really liked the fun atmosphere. I didn’t have to sit in a boring classroom listening to boring lectures."
"People really do care what I do."
"The leaders were funny."
"I liked talking openly."
"We could express our feelings openly."

DAKOTA COUNTY: ALCOHOL DECISIONS PROGRAM
Students: Comments in letters written to their teen teachers.
"My mom smokes EVERY day. I hope she stops."
"I want to be in the group you are in."
"I don’t ever want to smoke."
"When I get old enough I want to do what you do."
"Now that you taught me about seatbelt safety I wear my seatbelt more."

Teen Teachers: In response to the question; What was most rewarding to you about teaching in a classroom?
"It makes me feel good that I’m a role model to all the students-they really do look up to us! It was really fun teaching them."
"Knowing the kids will exactly think about what they are going to experience. Also knowing that I may have influenced a young kids right decision"
"You have 25 little eyes looking at you and listening. It’s amazing how you can tough all of them some how."
"Knowing that the kids look up to me as a positive role model-I always tell my kids that I work at Don Pablo’s and I love it when they come in and want their parents to meet me."
"If I prevent 1 kid from drinking I’m a success!"
"Seeing them recognize you in public. They look up to you."
"It’s fun to see the kids excited."
"It feels good to know you are teaching kids to say no, it makes you happy that your trying to make a difference."

Classroom Teachers: Comments on the teen teachers.
"The teens made the lessons really enjoyable for the class."
"I think it was very effective and beneficial for my young students to have this information from older students who they look up to."
"A major strength of the teen teachers is their enthusiasm and dedication to the program and what they are teaching. I also think their sense of humor was a strength in teaching my class."
"The girls did a good job of trying to be fair and include as many students as possible in discussions and questions. They were patient and encouraging."
"It's a great review and lends credibility to the information when it comes from teens."
"Students look forward to Wednesday afternoon."
"It tied well to our health unit on Self-Responsibility."
"I would like even more sessions spread out throughout the year."
"My students asked questions they would never ask me."
"Without a doubt, this program helps children view the drug issue in a different way.
"I heard some kids talking about conversations they had with parent about smoking. - Just want you wanted!"
"A major strength of the program is the way the material is presented. The children really enjoy working with the teen teachers."

FARIBAULT COUNTY: DADS MAKE A DIFFERENCE PROGRAM
Students: In response to the question; What did you think the teacher did well?
"They were very supportive and understand when we didn't know an answer-they were a lot of fun."
"I think that they knew what we liked so they included it in the lesson."
"They listened to our opinions, but also gave us the right not to answer a question."
"They taught us to be careful of the risks we face today and will face and that having a child changes your whole life."
"I think they understood us well in the sense they knew where we were coming from"
"They give other people good compliments."
"Because they believed what they were teaching."
Students: Other comments about the DMAD program
"I'm glad we had something like this to teach us about things others don't teach us."
"It's a good idea and a lot of fun and we got out of health class."
"Tell everyone about how important fathers are - it may prevent a problem like mine."

HENNEPIN/RAMSEY COUNTY: BODYGUARDS PROGRAM
Students:
"I never realized that formaldehyde, ammonia, cyanide, gas, tar, and nicotine were all in cigarettes!"
"How can I be a Bodyguard?"

Teen Teacher:
"Can we teach more classes?"
PIEONEEREDCONY: STARS (Students Take a Right Stand) TRAINING PROGRAM
Teen Teachers: Comments about their training workshop to become teen teachers. What was the best thing you liked about this workshop?

"The fact that you can make a difference in people's lives"
"The fun you can put into learning."
"We were always moving and doing something different"
"Finding new ways to teach kids about substance abuse"
"This workshop was really fun. It really lightened my opinion on speaking in front of groups."

SCOTT COUNTY: ALCOHOL DECISIONS PROGRAM
4th Grade Students:
"I think it was a great program and I don't think there should be any changes. You (teen teachers) did a great job!"
"It could be better if it was longer. You guys are really cool!"
"You did fun stuff with us. I learned a lot about drugs."
"They taught us a lot about not smoking or drinking and what it does to you."
"They really explained it in a way that we could understand it."
"They know what they are doing and taught us about drugs."
"You taught a lot. If you didn't we could be making a bad decision."
"I liked how you showed us things like instead of just say, 'Don't do drugs. It's bad', you showed us it is dangerous."
"They showed me what was in a cigarette and now I know I am not going to smoke."
"They take time from their day to come teach us about a very important subject."
"They were nice to us and respectful to us."
"They are good at teaching kids like us on what to do or what not to do. People like us could make mistakes if they didn't teach us."
"They are teaching us stuff we need to know to keep us healthy."

Teen Teachers:
"It was so much fun. I know that I want to become a teacher."
"It is amazing at some of the questions these kids come up with."
"It is fun to see the kids at a football game and they come up to you and talk."
"The kids in my classroom had us sign their yearbooks. That was really cool!"
"They wanted my phone number."
"They asked for my autograph. I couldn't believe that."

Classroom Teachers:
"Kids truly felt they could ask them anything."
"Kids loved it especially the realistic films."
"They always went slow enough so that no one would feel rushed. They talked often about their own non drinking and non-smoking."
"It's good to have the kids hear the same message from people closer to their own age. Thank you for offering this program."
"Students really connected to these boys!"
"I think the major strength is in the role model of older students presenting material. I recognized much of what is being taught and the method it was taught is very similar to the D.A.R.E. program. As I stated before, the effectiveness of this material is in whom presents it. The teen teachers that presented in my classroom did an excellent job with presentation and classroom rapport."

"All three were positive, very perceptive, professional and knowledgeable."
EXTERNAL SURVEY SUMMARY

The external surveys were sent to outside contacts given to us from Extension staff. Survey A & B were sent to those contacts in counties who currently do YTY programming. Survey A being sent to advocates in the county and survey B being sent to decision-makers in the county. Survey D was sent to decision-makers in counties where it was believed to have no YTY occurring. Overall, there were 76 external survey distributed at the end of May with 41 (54%) returned by the time this survey was compiled.

Survey A had 8 out of 24 people respond (33%) (Appendix F). These people are mostly involved in the Dads Make a Difference and Project 4 Teens programs. They are advisors, coordinators, classroom teachers and trainers and have been involved for 3-10 years. They listed the primary benefits of the YTY program as 1) it's effectiveness to teach students - the younger kids learn and listen better and 2) the development of leadership skills in the teen teachers. The benefits of the specific 4-H curricula are that it adds to current classroom curricula, the teen teachers learn the information by teaching it, and it teaches refusal, communication, and decision making skills which are applicable to ALL of life situations.

Some concerns were the continued scheduling problems and getting teen teachers out of school. The graduation standards profile was given as a way to address the reasons for getting out of school, however, no other suggestions were given to alleviate this problem. The cost of training the teens can be an issue as well. One way to alleviate this problem is to contact local sponsors within the community to pick up a number of these expenses.

The top local need given was for Alcohol/Tobacco and Chemical abuse programming, although many others were listed. The main need to improve the 4-H YTY programming is to continue to have updated and current materials. Further comments can be found in Appendix F.

Survey B had 16 out of 19 (85%) respond (Appendix G). These respondents are coordinators, counselors, health teachers, and much more. Seven have been involved with Alcohol/Tobacco & Chemical Decisions, five with Project 4 Teens, two with Talking with TJ, and six with the Dads Make a Difference programming. Most saw the benefits of the 4-H YTY programming as being all that was listed: the cross-age teaching approach as well as the positive effect for the teen teachers and younger students. One obstacle that remains the same as the internal survey is getting teen teachers out of school and making up their own homework. The respondents also noted that getting schoolteachers and administrators to see the value of teens as teachers can be a problem as well.

Once again, alcohol tops the list as a need for prevention education. Second to alcohol is anti-smoking and marijuana use, followed by sexual harassment, AIDS/STD education and pregnancy prevention education. Some other topics raised were accepting diversity, violence prevention (including bullying) and to change from a risk focus to a resiliency focus. Some programming being implemented in these counties to address the above mentioned topics are Health Community/Healthy Youth, Community speakers, and ENABL. What is really needed for 4-H YTY programming to expand to meet community needs in prevention education is to develop curriculum on these topics and keep it updated, work with U of M Children, Youth & Families, expand the curriculum to include other topics such as smoking, provide funding for schools for facilitation, train more teens in these areas, and finally, to develop promotional material to explain the programs to parents and school staff.
The final survey, survey D, had 17 (52%) respondents out of 33 (Appendix H). They are advisors, coordinators, extension staff, funding agents, and much more. What stands out above all the rest on prevention education topics? You guessed it – alcohol! Eleven people said there was a need for alcohol & other drugs, six people said smoking and tobacco, and followed by three people who indicated pregnancy prevention/abstinence programming is needed. Some programs being implemented in the counties to address these needs are DARE (mainly in 6-8th grade), Quest in 6 & 8th grade, and their own individual health classes. Although these counties, as far as we are aware, did not use any of 4-H Extension’s YTY programming, eleven (33%) were aware of the Dads Make a Difference program, nine were familiar with Alcohol/Tobacco/Chemical Decisions program, seven had heard of Project 4 Teens, and 13 knew of Talking with TJ. Twelve out of the 14 (86%) respondents said yes or maybe they would like to hear more about the 4-H Extension YTY programming, however, they gave comments such that there is not time to add new curricula and that something would have to go. Time always seems to be a factor when it comes to the classroom. Communities and schools may be interested in 4-H Extension YTY programs, but somehow we need to make it easy for them to implement it into the classroom or provide alternative ways/time slots to get this curriculum across to those students who need it.
External Survey Results: SURVEY A – 8 out of 24 responded (33%) Distributed to advocates in counties with YTY programming.

I. How are you involved with YTY programming?
   a. Which 4-H Extension programs have you been involved with?
      Alcohol Decisions
      Chemical Decisions (2)
      DMAD (3)
      MN ENABL
      PAT’s
      Project 4 Teens (3)

   b. What has your role been in relation to these programs?
      Advisor (2)
      Coordinator (2)
      Classroom Teacher (2)
      Facilitator
      Materials and Resource Support
      Project Manager
      Trainer (2)

   c. How long have you been involved?
      3 years (2)
      4 years
      5 years
      8 years
      10 years (2)

II. What are the primary benefits/strengths of the YTY programming?
   a. What are the benefits/strengths of the general cross-age teaching approach:
      1) For the schools/agencies/teachers?
         Brings new ideas/research database into classroom
         Collaborate with community agency/agencies (3)
         Lessons the load for everyone (2)
         Most effective way to teach (4)

      2) For the older students (the “teachers”)?
         Leadership opportunities; develops leadership skills (4)
         Must know their self (2)
         Confidence
         Learn to conduct lessons (2)
         Self-esteem
         Problem solving skills increased
         Reinforces their resistance skills (4)

      3) For the younger students (the learners)?
         Learn from teens closer to their age; listen to them (6)
         Older teens currently experiencing the situations
         Help to ease the transitions from one age group to another
         Career exploration
         Develop caring relationships with older youth & adults outside of family (2)
4) Others?
A positive program makes younger siblings want to participate
Excellent public relations for the school and community
Older teens are fine role models and very honest
It's fun for the kids - they look forward to it!
Community sees youth as an asset/resource

b. What are the benefits/strengths of the specific 4-H Extension curricula?
1) For the schools/agencies/teachers?
   Extension staff conducts the training of the teen teachers
   Ongoing training opportunities
   Adds to curriculum content; development of curricula (4)
   It's right on!
   Hands on learning model

2) For the older students (the "teachers")?
   Learning factual information and concepts (3)
   Becomes an important status activity to be selected for (2)
   Learn how to work with younger students
   May become a career choice
   Raises their self-esteem
   Reinforces their own decisions
   Making a difference

3) For the younger students (the learners)?
   Teaching refusal skills, communication skills, decision-making skills; very applicable to ALL life
   situations not just sex (2)
   Learn content otherwise would not (2)
   Role models to look up to
   Has proven effective over the years
   New and different from "text books"

4) Others?
   Students share information with their parents
   Role plays are very important – practice skills
   The curriculum is set up in such a way that every one of the above profits.

III. What are the primary issues or concerns associate with YTY programming?
a. What problems or obstacles lie in the path of expanding YTY programming?
   It is essential that we have county Extension staff who are eager and willing to supervise and train
   the teen teachers
   Getting students out of classes; Scheduling; (3)
   TIME, So much "academic" studies it's hard to find time for this info. (2)
   Cost of training (2)
   Volunteer Management time
   Program Management
b. What needs to be done to address these problems?
   - Continue to work together
   - Find sponsors in local community (2)
   - Be sure students can complete missed work
   - Seek funding
   - Longer school day?
   - Grad. Standards profile should help

IV. What are the local needs and resources for prevention education?

a. What are the top local needs of prevention education?
   - Personal decision making like Project 4 Teens
   - Food/nutrition issues
   - Alcohol/Tobacco & Chemical abuse (4)
   - Teen pregnancy, STD’s, harassment, parenting (2)
   - Violence: mediation, conflict resolution, and peacemaking (2)

b. In addition to 4-H Extension programming, what programs are being implemented to help meet these needs?
   - Crimes’ Violence Prevention (Chamber of Commerce)
   - DARE (2)
   - FLA (Pep Squad)
   - Health Education (2)
   - Junior High Foods Council
   - SADD
   - Tobacco Education through Family Services
   - Peer mediators
   - Peace Camps
   - MN Prevention Resources Material

c. How might 4-H YTY programming be expanded or revised to better meet these needs?
   - Update materials are essential! (2)
   - Areas of personal decision-making
   - Resource management
   - Career education/world of work
   - Make this a priority at the county level
   - PAT’s program and DARE should collaborate
   - Do some additional prevention education in 6th or 7th grade like DARE

d. Where are the resources to help expand prevention education, particularly through YTY programming?
   - Tobacco money
   - Taxes from alcohol sales
   - Local collaborative – PACT 4 Families
   - Statewide funding efforts
   - Statewide consistency in curriculum, products (magnets, t-shirts) for visibility
   - The Young people themselves are THE BEST resources
   - Interested Extension Staff who value youth as great teachers
External Survey Results: SURVEY B - 16 out of 19 responded (84%)
Distributed to decision-makers in counties with YTY programming.

1. What is your role in relation to prevention education programming?
   - Activities planning
   - Advisor
   - Agency Coordinator (3)
   - Committee member
   - Elementary School Principal involved in Youth First (based on Search’s Assets)
   - Guidance Counselor (2)
   - Health Care provider
   - Health Teacher (2)
   - Issue Identification
   - Offer programs in and out of school for youth
   - School Social Worker (2)
   - Task force member

2. Which 4-H Extension program using the youth teaching youth approach to prevention education have you been involved with?
   - Alcohol/Tobacco & Chemical Decisions (7)
   - Project 4 Teens (5)
   - Talking with TJ (2)
   - Dads Make a Difference (6)
   - Other (please identify)
     - Respect Teams
     - Healthy Breakfast
     - Parents Day out
     - MN ENABL
   - None (1)

3. What do you see as the benefits/strengths of the 4-H YTY programs?
   - The cross-age teaching approach (12)
   - The specific curricula
   - The positive effect for the teen teachers (13)
   - The positive effect for the younger students (13)
   - Other (please describe):
     - Chance to be creative (1)
     - Younger students focus attention on teen teachers (1)
     - School/agency cooperation (1)
     - Community Pride (1)

4. What problems or obstacles are associated with 4-H YTY programming?
   - Enough training and practice for teen teachers (2)
   - Coordination of older and younger students when at different locations
   - Funding sometimes
   - Getting teen teachers out of school and not missing so many classes of their own. (3)
   - Typically not processor orientated
   - Time for training of all the “teachers”
   - Helping school teachers & administrators see the value of teens as teachers (2)

5. What are the top local needs for prevention education?
   - Accepting diversity (3)
   - Alcohol; Drinking and driving (6)
   - Anti-smoking and marijuana use (5)
   - AOD
   - Change from risk focus to resiliency focus
   - Character education
   - Community history
   - Drug education
   - Human Development/Healthy Behaviors
   - Nutrition Education
   - Parent Education
   - P4T
   - Respect
   - Sexual Harassment education, AIDS/STD education, pregnancy (4)
   - Relationship focus/date rape; target 8th grade
   - Teen pregnancy prevention; target 7 & 8 grades
   - Student attitudes
   - Substance Use
   - Violence prevention/peace keeping/bullying (2)
6. In addition to 4-H Extension programming, what programs are being implemented to help meet these needs?

Community Collaborative Initiatives
Community speakers (2)
County youth task force-Interagency
Collaborative efforts
DARE
ENABL (2)
Extra Curricular Activities
Health classes
Healthy Community/Healthy Youth (2)

Peer mentorship groups
Quest
SADD
School curriculum
School “make the peace” programs but not Special events/weeks
TARGET
YTY

7. How might 4-H YTY programming be expanded or revised to better meet these needs?

Expand what is already in place to include smoking and acceptance issues.
Development of curriculums for speaker on above topics, k-8 would be helpful.
U of M work with MN Dept. of Children, Families & Learning
Funding - $ for schools, community education, & other youth organizations for facilitation
Need materials to promote & explain programs with parents and school staff.
Develop up-to-date, attention grabbing material appropriate to teens.
Train more teens in those areas

8. Where are the resources to help expand prevention education, particularly through YTY programming?

American Red Cross
Family collaboration
Faith communities
Foundations
Grants (2)
Lobby local civic organization for funding computerized infants to take home over the weekend.

Local Initiatives (2)
Local/Regional foundations
Lots of students willing to help
School nurse
Sharing with other states & agencies
State and Federal Grants
External Survey Results: SURVEY D - 17 out of 33 responded (52%)
Distributed to decision-makers in counties that we believed had no YTY programming occurring.

1. What is your role in relation to prevention education programming?
   - Administrator
   - Funding agent (2)
   - Advisor (2)
   - Teacher
   - Connecting with the schools
   - Parenting task force/family service collaborative member
   - Counselor
   - Promote prevention education in the county
   - Coordinator (3)
   - Resource person to Human Services & Schools
   - Educator
   - Superintendent
   - Extension (2)

2. What are the top local needs (topics? behaviors?) for prevention education?
   - Alcohol & other drugs (11) Self esteem
   - Decision making (2) Smoking; Tobacco decisions; marijuana (6)
   - Domestic violence/sexual assault (2) Suicide prevention
   - Pregnancy prevention/abstinence (3) Teacher training
   - Racial diversity issues Violence prevention/Conflict resolutions,
   - Respectful behavior especially in junior high (5)
   - Safety

3. What program/curricula, at what grade level, are being provided to help meet these needs?
   - Alcohol Decisions, 4th grade Alcohol/Tobacco/Chemical Decisions (9)
   - PIP, 14-21yr. olds (young parent support group)
   - Conflict resolutions materials Presentations
   - SADD [5] DARE k-8, 6th (2), 5th & 7th (2)
   - DMAD, 8th grade (2) DMAD, 8th grade (2)
   - [5] DARE k-8, 6th (2), 5th & 7th (2)
   - ENABL, junior high Talking w/ TJ 1&2
   - [4] Health k-10, high school, k-5 TEPPP
   - Keeping the peace Youth Teaching Youth, elementary age
   - Peer mediators, high school (2) None of the above (3)

4. Are you familiar with 4-H Extension/s curricula for prevention education that use a “youth teaching youth” approach?
   - Alcohol/Tobacco/Chemical Decisions (9) Alcohol/Tobacco/Chemical Decisions (9)
   - Project 4 Teens (7) Project 4 Teens (7)
   - Talking with TJ (13) Talking with TJ (13)
   - Dads Make a Difference (11) Dads Make a Difference (11)
   - Other (please specify): Talking w/ TJ 1&2
   - Youth Theatre (1) TEPPP
   - None of the above (3)

5. Would you be interested in hearing more about these curricula and 4-H Extension’s cross-age teaching approach?
   - Yes (6)
   - No (2)
   - Maybe (6)

Comments to Questions 5:
- There is no time to add new curricula so something would have to go
- I will continue to be a resource, however, Health & Human Services have some strong efforts going & commissioners do not look favorably on “duplication of efforts.”
- Time is always a factor, but I would like to see more of this happening in our county.
- I would like to see the curriculum you teach in Talking with TJ & Alcohol Decisions (survey D31)