School K-12                                                    Service Learning

5-1996

# Youth Development/Youth Service Status Report

Minnesota Children

# COMMUNITY EDUCATION
# YOUTH DEVELOPMENT/YOUTH SERVICE

# STATUS REPORT

Minnesota 人 Children
Minnesota Department of Children, Families & Learning

# COMMUNITY EDUCATION AND
# MINNESOTA COMMISSION ON NATIONAL
# AND COMMUNITY SERVICE
# MAY 1996

# YOUTH DEVELOPMENT/YOUTH SERVICE

# STATUS REPORT

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## OVERVIEW

During the 1994-1995 school year, over 80% of Minnesota's school districts chose to participate in Youth Development/Youth Service that has been an integral part of Community Education since 1987. Out of the 365 operating school districts in Minnesota, 290 districts applied for and received the $1.00 per capita authorized by the Minnesota State Legislature to "implement a Youth Development Plan approved by the (local) school board and to provide a youth service program."

The following report is based on the annual community education survey conducted by the Minnesota Department of Children, Families and Learning. More than 93% of the school districts with Youth Development/Youth Service returned the survey.

The five major program areas surveyed were:

1. Youth Service and Service-Learning
2. Youth Involvement and Leadership
3. Youth Enrichment Activities
4. Youth Community Career Connections
5. Youth Support Network or Services

In addition, the survey examined a variety of program attributes including collaboration with community groups and organizations, youth citizenship development, programs available to youth with disabilities, and violence reduction activities that focus on youth.

Districts also reported the results of their assessment of Youth Development/Youth Service based on quality measures developed by the Minnesota Community Education Association Youth Development/Youth Service Committee.

Funding for this survey was made possible with funds from the Learn and Serve America program through the Corporation for National Service. Any questions regarding this survey can be directed to Tom Strom (612) 297-2657, Mary Jo Richardson (612) 296-1435 or George Hanson (612) 296-6943.

# YOUTH SERVICE PARTICIPATION

One of the major components of every Youth Development Plan is youth service. The types of programs in this area vary widely from complete integration into the curriculum to co-curricular activities. In many districts, especially smaller districts, one person serves as both youth development and youth service coordinator.

Youth service and service-learning are still in a growth cycle. The number of youth engaged in service is still increasing at a significant rate. Reports on the number of youth involved in service increased by 23,000 since the last report. The current number of youth involved in service is just over 173,000 during the 1994-1995 school year as compared to 150,000 the previous school year.

The number of school districts that offer course credit at the senior high level for service-learning experiences has also increased from 127 districts in prior years to the current 160 districts described in Table 3.

Table 1 below summarizes youth service participation by age groups. Total participation for school based youth service and service-learning is 173,010 youth. The only number requested in the report is for youth service so this number does not reflect all the other aspects of youth development from youth enrichment programs to support services.

**TABLE 1**
**YOUTH SERVICE AND SERVICE-LEARNING**
**AGE OF PARTICIPANTS**

| Age Group | Number of participants |
|---|---|
| Early elementary | 80,215 |
| Middle School/Jr. High | 52,160 |
| Senior High | 40,635 |

# ORGANIZATION INVOLVEMENT
Table 2 summarizes youth development and service involvement by various organizations.

## TABLE 2
## ORGANIZATION INVOLVEMENT
## IN YOUTH DEVELOPMENT / YOUTH SERVICE

| ORGANIZATION | Information Sharing | Planning | Implementation |
|---|---|---|---|
| Churches/Religious | 65% | 41% | 35% |
| 4H-Extension | 58 | 46 | 46 |
| Parks and Recreation | 57 | 53 | 51 |
| Service Clubs | 54 | 40 | 39 |
| Health Agencies | 50 | 35 | 35 |
| Family | 48 | 43 | 41 |
| Girls Scouts | 46 | 21 | 27 |
| Business Groups | 44 | 32 | 29 |
| Boy Scouts | 42 | 16 | 2 |
| Social Service | 42 | 29 | 23 |
| Juvenile Justice | 31 | 18 | 16 |
| YMCA | 20 | 13 | 16 |
| Other | 17 | 18 | 18 |
| Political | 13 | 7 | 7 |
| Camp Fire Girls & Boys | 11 | 7 | 6 |
| Boys and Girls Clubs | 6 | 3 | 4 |
| YWCA | 4 | 1 | 5 |

Information sharing activities was the most frequently reported activity by organizations, with church/religious, 4-H/Extension, parks and recreation, service clubs and health agencies being active in at least half of the districts. Park and Recreation departments were the most active in both planning and implementation activities, with strong involvement also reported among church/religious, 4-H/Extension service clubs and families. Parental involvement was most heavily concentrated in school activities

# SENIOR HIGH COURSE CREDIT

Table 3 summarizes senior high course credit for youth development/service activities.

## TABLE 3
## SENIOR HIGH : COURSE CREDIT FOR
## SERVICE LEARNING EXPERIENCES

| RESPONSE | % of Districts | Separate Class | Independent Study | Other Class | Other |
|----------|----------------|----------------|-------------------|-------------|-------|
| YES | 59% | 35% | 25% | 29% | 11% |
| NO | 41 | | | | |

# PARTICIPATION BY GENDER, RACE AND ETHNIC BACKGROUND

Participation by race and ethnic background is summarized in Table 4.

## TABLE 4
## PARTICIPANTS BY RACIAL AND ETHNIC BACKGROUND
## YOUTH SERVICE

| GENDER | | RACE / ETHNIC | | | | | |
|--------|--------------|-------------------|-----------------|--------|----------|---------|---------|
| | | AMERICAN INDIAN | ASIAN/ PAC ISL | BLACK | HISPANIC | WHITE | TOTAL |
| MALE | NUMBER | 2,422 | 3,055 | 4,140 | 3,176 | 61,537 | 74,330 |
| | % OF TOTAL | 3% | 4% | 6% | 4% | 83% | 100% |
| FEMALE | NUMBER | 2,589 | 3,598 | 4,351 | 3,590 | 65,180 | 79,308 |
| | % OF TOTAL | 3% | 5% | 5% | 5% | 82% | 100% |
| TOTAL | NUMBER | 5,011 | 6,653 | 8,491 | 6,766 | 126,717 | 153,638 |
| | % OF TOTAL | 3% | 4% | 6% | 4% | 82% | 100% |

Not all districts reported participants by gender and ethnicity. Of those that did, slightly stronger involvement was reported among female youth than male. Ethnic distribution among males and females was almost identical. Participation of youth of different racial and ethnic backgrounds generally reflects the demographics of the specific districts. Information by district is available on request.

# YOUTH WITH DISABILITIES

Inclusion of youth with disabilities is summarized in Table 5.

## TABLE 5
## INVOLVEMENT OF YOUTH WITH DISABILITIES

| AREA/ACTIVITY | % of Districts |
|---|---|
| Invited or integrated into existing program | 57% |
| Accessible facilities/equipment | 45% |
| Individual assistance/extra staff | 37% |
| Collaboration with other agencies | 36% |
| Special programs (peer tutors, Special Olympics, etc.) | 34% |
| Other | 3% |

Relatively strong involvement of youth with disabilities is reflected in integration of youth into existing programs and availability of accessible facilities/equipment. Individual assistance, special programs and collaboration with other agencies lagged behind the other activities.

# VIOLENCE REDUCTION

Violence reduction activities are summarized in Table 6.

## TABLE 6
## VIOLENCE REDUCTION RESPONSES

| AREA/ACTIVITY | % of Districts |
|---|---|
| Alternative activities/safe environment | 73% |
| Service programs/leadership development | 65 |
| Promote respect for community/individual | 65 |
| Conflict resolution/mediation/peer programs | 58 |
| Prevention programs | 57 |
| Facilitate discussions on community issues | 31 |
| Involvement on issue related task force/council | 28 |
| Other | 5 |
| Nothing | 3 |

Violence reduction activities that were strongest were alternative activities, service/leadership programs, promotion of respect activities, conflict resolution and prevention efforts. Other responses were significantly less than these activities.

## CITIZENSHIP DEVELOPMENT

Citizenship development offerings are summarized in Table 7.

**TABLE 7**
**YOUTH DEVELOPMENT/SERVICE CONTRIBUTIONS**
**TO CITIZENSHIP DEVELOPMENT AMONG YOUTH**

| AREA/ACTIVITY | % of Districts |
|---|---|
| Use of service activities/volunteerism | 86% |
| Youth involvement on boards, committees, etc. | 80 |
| Leadership development/training | 70 |
| Promoting ownership of the community | 54 |
| Facilitating discussion of citizenship issues | 28 |
| Nothing | 1 |
| Other | 3 |

Most districts have available some form of activity with volunteerism, board/committee work and leadership development the most frequent options.

# TABLE 8
## PARTICIPATION AND AGES IN
## YOUTH DEVELOPMENT AND SERVICE

Table 8 summarizes youth development and service involvement by participating ages.

| AREA | PROGRAM | OFFERED BY | | | PARTICIPANT AGES | | | |
|---|---|---|---|---|---|---|---|---|
| | | CG | SCH | CE | 5-8 | 9-12 | 13-15 | 16-18 |
| YOUTH SERVICE AND SERVICE LEARNING | PEER TUTORING | 8% | 78% | 32% | 38% | 52% | 66% | 70% |
| | PEER HELPERS | 9% | 72% | 23% | 21% | 35% | 58% | 64% |
| | WORK W/CHILDREN | 25% | 42% | 59% | 27% | 34% | 45% | 51% |
| | WORK W/ELDERLY | 30% | 51% | 44% | 30% | 41% | 45% | 48% |
| | HUNGER RELIEF | 37% | 43% | 26% | 31% | 37% | 48% | 45% |
| | ENVIRONMENTAL | 39% | 61% | 37% | 39% | 51% | 58% | 59% |
| | PEER MEDIATIONS | 11% | 70% | 22% | 26% | 48% | 55% | 44% |
| | OTHER | 2% | 3% | 4% | 2% | 3% | 4% | 5% |
| YOUTH INVOLVEMENT AND LEADERSHIP | CIVIC GROUPS | 28% | 41% | 18% | 3% | 10% | 31% | 47% |
| | SERV/LDRSP PROG | 35% | 61% | 49% | 11% | 27% | 58% | 68% |
| | LDRSP DEV FOR GR | 26% | 41% | 30% | 8% | 25% | 47% | 46% |
| | YOUTH CLUBS | 74% | 32% | 30% | 64% | 72% | 72% | 63% |
| | OTHER | 3% | 2% | 4% | 1% | 2% | 5% | 5% |
| YOUTH ENRICHMENT ACTIVITIES | SPORTS | 54% | 80% | 80% | 76% | 82% | 82% | 77% |
| | WELLNESS/FITNESS | 33% | 63% | 70% | 57% | 62% | 68% | 63% |
| | VISUAL ARTS | 25% | 62% | 59% | 59% | 63% | 59% | 57% |
| | PERFORMING ARTS | 41% | 75% | 73% | 68% | 76% | 76% | 74% |
| | EDUCATION CLUBS | 5% | 63% | 31% | 24% | 41% | 50% | 52% |
| | OTHER | 1% | 3% | 4% | 3% | 4% | 3% | 2% |
| YOUTH COMMUNITY CAREER CONNECTIONS | CAREER AWARENESS | 20% | 78% | 27% | 11% | 22% | 58% | 72% |
| | CAREER COUNSELING | 6% | 72% | 9% | 2% | 8% | 46% | 66% |
| | INTERNSHIPS | 8% | 30% | 9% | 0% | 0% | 8% | 30% |
| | CAREER MENTORS | 10% | 30% | 11% | 0% | 1% | 12% | 33% |
| | VOC ED CLUBS | 3% | 42% | 2% | 1% | 1% | 21% | 40% |
| | WORK EXPERIENCE | 16% | 67% | 19% | 1% | 3% | 22% | 68% |
| | APPRENTICESHIPS | 6% | 18% | 2% | 0% | 1% | 4% | 18% |
| | OTHER | 1% | 1% | 2% | 0% | 1% | 1% | 1% |
| YOUTH SUPPORT NETWORK OR SERVICES | PARENT INVOLVEMENT | 38% | 68% | 60% | 57% | 61% | 59% | 56% |
| | ADULT MENTORS | 19% | 24% | 18% | 17% | 21% | 26% | 27% |
| | CHEM ABUSE PREV | 48% | 78% | 41% | 52% | 67% | 72% | 72% |
| | DROPOUT PREV | 12% | 55% | 14% | 7% | 17% | 42% | 49% |
| | TEEN PREG SUPPORT | 32% | 52% | 21% | 2% | 10% | 48% | 57% |
| | FAMILY CRISIS COUNS | 43% | 45% | 12% | 42% | 47% | 49% | 49% |
| | INDIV CRISIS COUNS | 34% | 34% | 7% | 30% | 35% | 41% | 43% |
| | OTHER | 4% | 3% | 4% | 2% | 3% | 3% | 3% |

CG = Community Groups    Sch = Schools    CE = Community Education

YOUTH DEVELOPMENT/YOUTH SERVICE TRENDS

### Youth Service and Service-Learning
Among Youth Service and Service Learning opportunities, peer tutoring, peer helpers and peer mediation remain strong in the schools, and among the 9-18 year olds. Generally strong involvement is shown across age groups for all activities in this category. While the schools offer the most activities in this area, community groups and Community Education remain significantly active.

### Youth Involvement and Leadership
In Youth Involvement and Leadership, service leadership programs remain strong, with significant growth among 13-15 and 16-18 year olds. Community groups are very active in providing youth club activities, and youth club involvement is relatively uniform across age groups.

### Youth Enrichment Activities
Youth Enrichment Activities showed strong growth, especially in wellness activities. Increased involvement by the younger age groups was reported in education clubs. Community Education offerings were strongest in this group of activities and was comparable to the K-12 school involvement.

### Youth Community Career Connections
Increased activity in Youth Community Career Connections was primarily concentrated in the schools. Career awareness, counseling and work experience are strongly in evidence through the schools, with the 16-18 age group most involved. Internships were reported to be growing most significantly in the 16-18 age group.

### Youth Support Network or Services
Youth Support Network or Services reported strong parent involvement in the schools and through Community Education with uniform involvement across age groups. Family crisis counseling has maintained a steady rate, evidence for a continuing need.

In general, there has been a growing trend of starting youth in development and service activities at an earlier age. Areas that have growth opportunities are primarily in the Career Connections and Support Network areas, with internships, career mentorships, vocational-education club involvement, apprenticeships, adult mentors and individual crisis counseling showing the greatest possibilities.

# QUALITY INDICATORS: YOUTH DEVELOPMENT

Table 9 summarizes progress toward quality standards for youth development programs.

## TABLE 9
## QUALITY INDICATORS: YOUTH DEVELOPMENT
## PROGRESS MADE TOWARD REACHING THE QUALITY STANDARD
## (SELF-ASSESSMENT)

| ITEM | EXCELL | GOOD | SOME | LITTLE | NOT |
|---|---|---|---|---|---|
| 1. The youth development plan has clear, achievable goals/objectives | 9% | 33% | 39% | 9% | 10% |
| 2. Youth are involved in planning, implementing and evaluating the youth development/youth service programs and process. | 11% | 29% | 39% | 14% | 7% |
| 3. A cross section of community members are involved in the youth development planning and evaluation process | 9% | 32% | 34% | 15% | 10% |
| 4. Collaboration exists with community groups and agenicies involved in identifying and meeting needs of children, youth and families | 20% | 38% | 26% | 7% | 9% |
| 5. A process exists for evaluating progress on an annual basis and revisioning/revising as needed. | 5% | 23% | 36% | 24% | 12% |
| 6. A process exists for recognizing the accomplishments of youth and for adults who support youth development. | 7% | 30% | 32% | 21% | 10% |
| 7. Communication links are established among youth development, planners, policy makers, school staff and community members. | 11% | 38% | 35% | 7% | 9% |
| 8. A process is in place for involving new participants, both youth and adults. | 6% | 34% | 37% | 14% | 9% |
| 9. Youth development is helping to create a healthy community by engaging youth as leaders. | 14% | 37% | 35% | 6% | 8% |
| 10. Youth development is helping to create a healthy community by providing enrichment opportunities for youth. | 18% | 48% | 21% | 5% | 7% |
| 11. Resources are available to carry out the goals and objectives of the youth development plan. | 6% | 34% | 40% | 12% | 8% |
| 12. Program evaluation is in place and youth are involved in the | 4% | 22% | 37% | 27% | 10% |

Areas that have shown the best results include collaborations among community groups and agencies (item 4), progress in creating a healthy community through youth involvement in leadership positions and through enrichment opportunities (items 9 and 10). The biggest concerns are weakness in evaluation of programs (items 5 and 12).

# QUALITY INDICATORS: YOUTH SERVICE

Table 10 summarizes progress toward quality standards for youth development programs

## TABLE 10
## QUALITY INDICATORS: YOUTH SERVICE
## PROGRESS MADE TOWARD REACHING THE QUALITY STANDARD
## (SELF-ASSESSMENT)

| ITEM | EXCELL | GOOD | SOME | LITTLE | NOT |
|---|---|---|---|---|---|
| 1. Based on community needs, the services provided to youth have been significant, necessary and measurable. | 7% | 43% | 37% | 6% | 7% |
| 2. Youth are involved in program planning, implementation and evaluation. | 10% | 34% | 39% | 11% | 6% |
| 3. Diverse groups of participants and staff are included; for example, different ages, gender, racial, ethnic or economic backgrounds. | 8% | 28% | 42% | 14% | 8% |
| 4. Commitment by the schools an/or community youth serving organizations is evident. | 18% | 42% | 28% | 5% | 7% |
| 5. Outcomes for participants are defined, communicated and assessed. | 5% | 26% | 41% | 17% | 11% |
| 6. Meaningful service activities are available for different ages and levels of experience. | 11% | 36% | 30% | 14% | 9% |
| 7. Service-learning is integrated into curriculum and program development. | 8% | 27% | 32% | 20% | 13% |
| 8. Orientation and on-going training is provided for youth participants. | 5% | 33% | 37% | 14% | 11% |
| 9. Training is provided for teachers and other staff. | 3% | 23% | 38% | 20 | 16% |
| 10. Active on-going reflection of service experience is integrated into the process. | 5% | 30% | 33% | 19% | 13% |
| 11. Clear levels of communication and support are in place for youth. | 6% | 33% | 41% | 11% | 7% |
| 12. Program evaluation is in place and youth are involved in the process. | 12% | 33% | 36% | 10% | 9% |

Relatively good results were reported for services provided by youth (item 1), commitment by the schools and community organizations toward youth (item 4), availability of meaningful service (item 6), and participant recognition (item 12). Areas in need of improvement are integration of service-learning into curriculum and programs (item 7), staff training (item 9), and integration of on-going service experience into the process (item 10).