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**COMMUNITY EDUCATION
YOUTH DEVELOPMENT/YOUTH SERVICE
STATUS REPORT**



**COMMUNITY EDUCATION AND
MINNESOTA COMMISSION ON NATIONAL
AND COMMUNITY SERVICE**

MAY 1996

NSLC
c/o ETR Associates
4 Carbonero Way
Scotts Valley, CA 95050

YOUTH DEVELOPMENT/YOUTH SERVICE

STATUS REPORT

May 1996

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.

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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					TOTAL
		AMERICAN INDIAN	ASIAN/PAC ISL	BLACK	HISPANIC	WHITE	
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)

	EXCEL	GOOD	SOME	FAIR	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 agencies 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	EXCEL	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).