

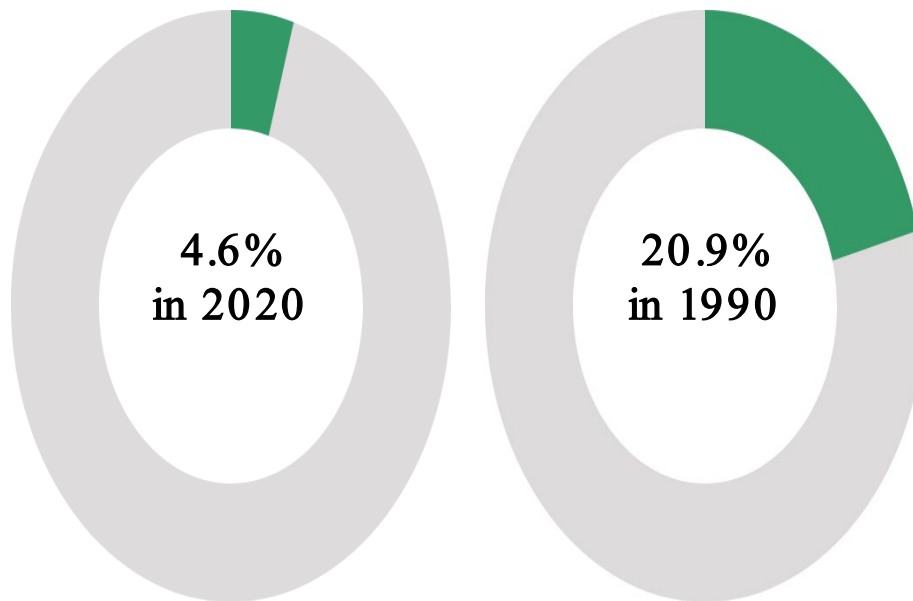


U.S. National Academies of Sciences, Engineering, and Medicine's Committee on Promoting Learning and Development In K-12 Out Of School Time Settings For Low Income and Marginalized Children and Youth

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Minnesota child poverty rates



Source: [*Star Tribune*](#)

That's a drop of 78% in the past three decades, according to Census Bureau's Supplemental Poverty Measure. It's a better performance than the nation overall, which saw a 61% drop.

A trend credited to welfare work requirements and a strong social safety net of programs.

University of Minnesota Extension Department of Youth Development

HOW: MN 4-H is a laboratory of learning

Deliver

programs
that support
youth

Train

adults who
work with
youth

Study

youth,
programs
and practices

Share

knowledge +
resources
with the field



4-H Thriving Model

Theory of change connecting high quality program settings to the promotion of youth thriving



(Arnold, 2018)



4-H PROGRAM OUTCOMES

Youth reported strong and positive experiences in 4-H programs that promote youth *sparks*, foster *developmental relationships*, and provide a place for *belonging*.

POSITIVE YOUTH DEVELOPMENT



Youth who experience a **high-quality developmental context** in 4-H tend to score higher across the four program outcome areas of **civic engagement, college and career readiness, healthy living and science**.

4-H Programs Are

HIGH QUALITY!

Youth reported PYD experiences that promote **sparks**, **relationships** and **belonging**.

4-H Youth Are

THRIVING!

Youth reported strong and positive results across the **seven indicators of thriving**.

4-H Youth Achieve

PYD OUTCOMES!

Youth reported strong and positive results across all **PYD outcomes**.

Source: 4-H



Question 1 Quality and Access

Policy

- > local investments
- > federal investments

Practice

- >prioritize quality
- >first generation
- >outdoor education

Shifts

- >pandemic interruptions

Data sharing

- national studies
- federal, state and local reporting
- collaboratives/network

Opportunity Gap

- Skilled conveners e.g., Blandin Foundation



Question 2 Move the Conversation

Greater access to quality

- Strategic conveners w/ focused purpose & trained facilitators
- How have assessments improved quality?
- point of service
- youth engagement
- intentionality
- apply YD principles

What is needed?

- Workforce readiness - turnover, salary
- youth-adult quality teams
- Funding for partnerships with quality systems in place, theory of change

Question 3 Cross Sector Collaboration

- Coordinated regional efforts prioritizing YD/OST
- Partnerships with schools complementary objectives & expectations
- Address gaps in programming - e.g., place, time, age, needs/assets
- Coordinated OST - e.g., summer schedules



Question 4 Professional Pathways

- Networks
- Associations
- Research-based training
- Higher education - e.g., University of Minnesota, Clemson, Texas A & M
- Positions that promotion - e.g, UMN Extension - promotion processes



Where do you see the biggest opportunity for the committee to make recommendations?

- Investment in educational and career pathways and set goals into action
- Investment in early adolescents
- Build social capital within youth in OST
- Accountability for quality
- 5-year funding cycles

