

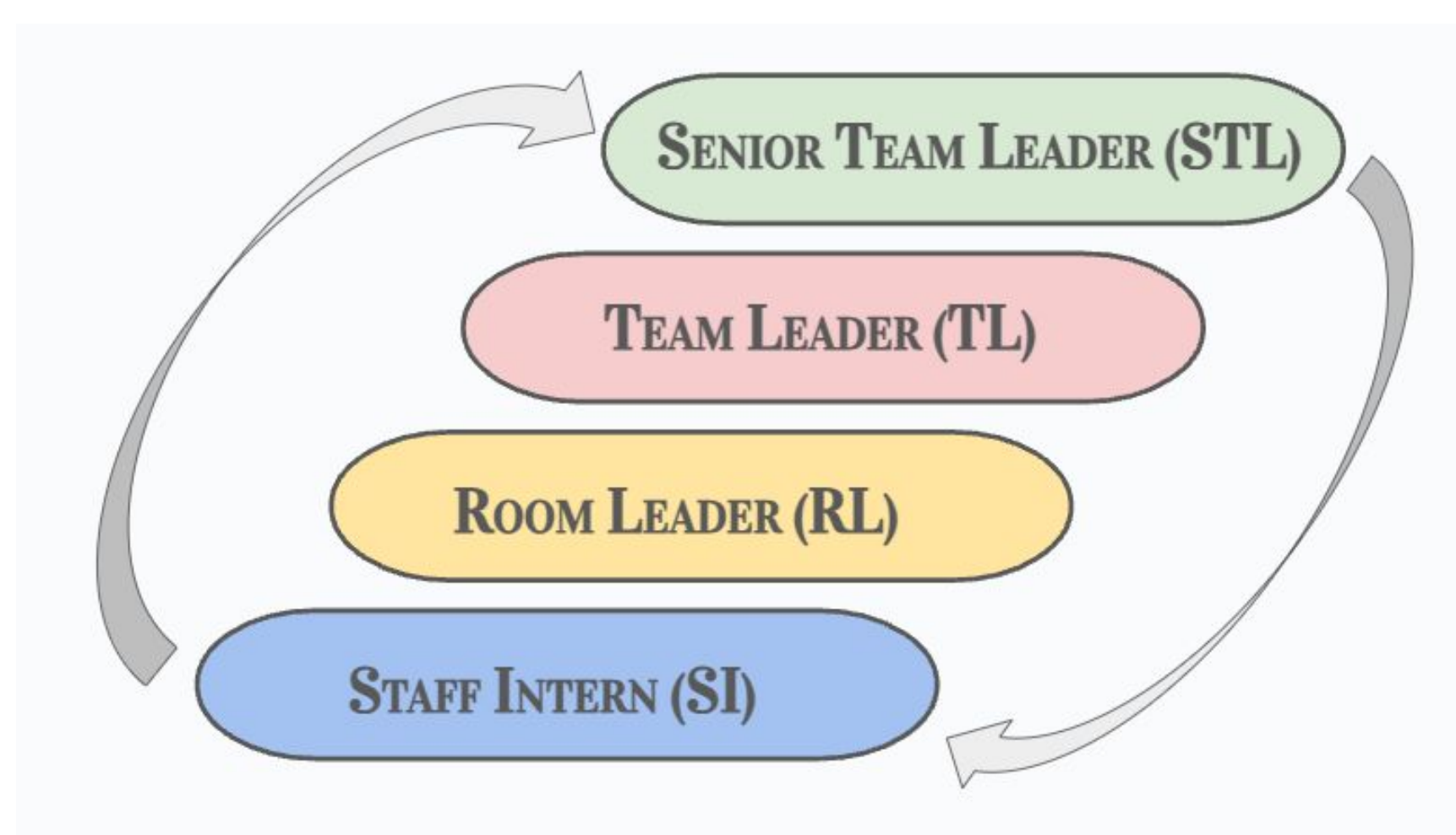
Purpose

Project Youth Extension Service (YES) is a national internship designed to meet the unique needs of National Guard and Reserve Component military youth impacted by deployment. Project YES connects military-connected youth impacted by deployments with college interns looking to deepen their knowledge and gain real-world experience working with youth and teens. It creates an accelerated, experiential leadership development program focused on cultivating college graduates to be better prepared for entry-level leadership roles in Extension and other helping career fields.

Program Overview

- Project YES interns work with national teams of fellow interns to plan and deliver youth development events.
- Interns facilitate leadership, life skills, and resiliency focused programs with military youth whose families are experiencing deployment.
- Interns receive training on a variety of professional leadership development skills, which they can apply at military-youth events and in their personal and professional lives more broadly.

Leadership Development Model



STL: Serve as peer mentor to TLs

- Support training of new TLs
- Provide ongoing support and feedback for all interns

TL: Provide overall responsibility for on-site event leadership

- Coordinate intern team to prepare and facilitate event
- Serve as liaison between Project YES staff and military event host

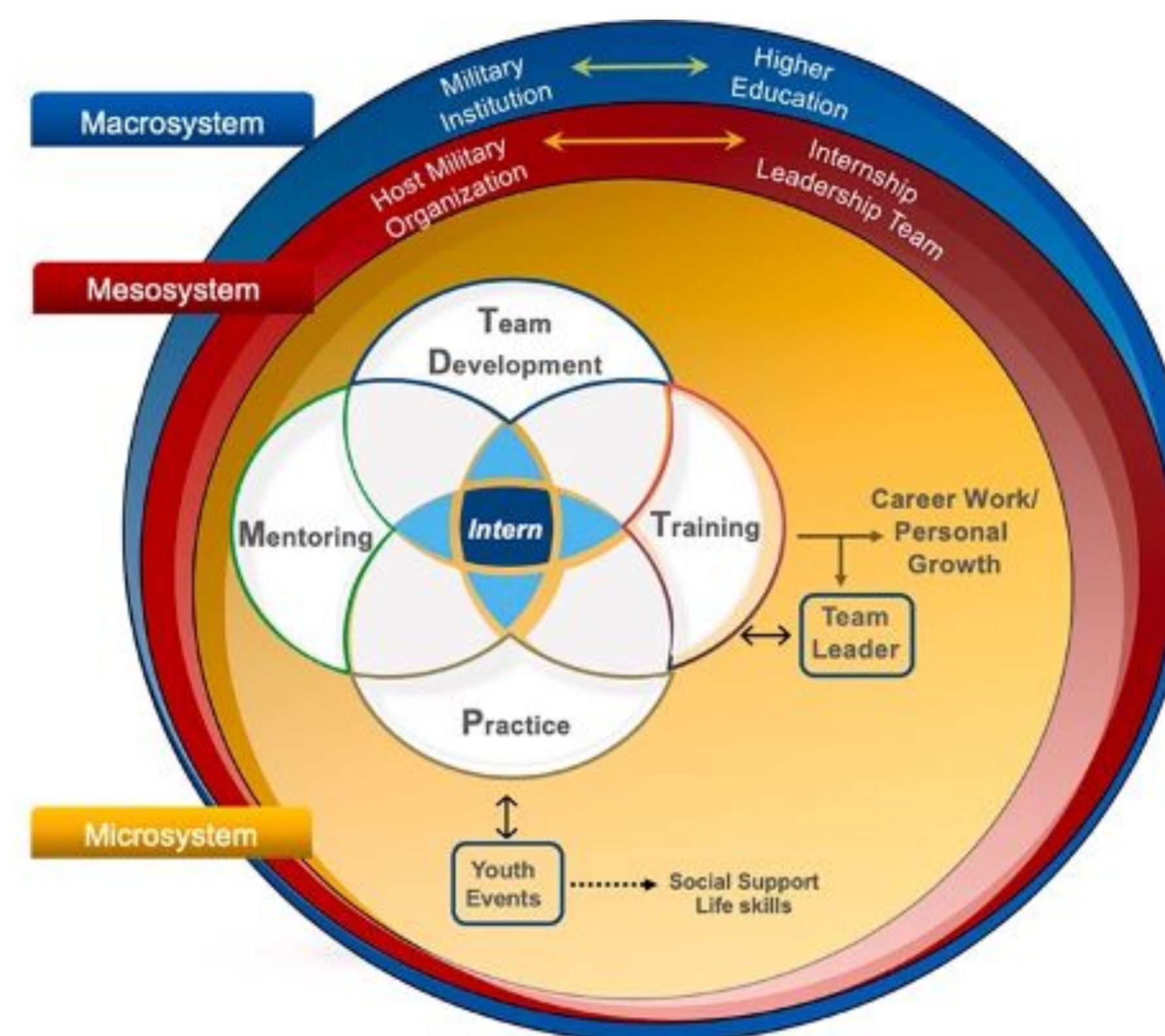
RL: Provide overall responsibility for assigned room group

- Serve as liaison between Project YES team lead and staff interns
- Tailor overall event curriculum to fit youth groups (ages 6-9, 10-12, or 13-17)

SI: Facilitate curriculum and reflection activities with military youth

- Assist RL & TL in event preparation and facilitation

Operating and Programming Model



From Silliman, B., Edwards, H.C., & Johnson, J.C. (2020). Long-term effects of youth work internship: The Project Youth Extension Service approach. *Children & Youth Services Review*, 119. <https://doi.org/d88w>

Career-Enhancing Project

LEARNING OBJECTIVE

Enhance career and/or educational advancement goals through engaging in a mentor-guided project

FORMAT

- Mentor chosen by intern
- Approximately 20 hours
- Self-paced project with real-world deliverable
- Feedback from Program Manager

SAMPLE PROJECTS

- Choosing Graduate Program
- Conducting Career Interviews
- Developing Curriculum
- Submitting Grant Proposal
- Writing a Research Article
- Shadowing Career Professionals
- Developing a Professional Network

Leadership Certificate Program

LEARNING OBJECTIVE

Develop and enhance leadership skills necessary to succeed in the rapidly evolving modern work environment

FORMAT

- Asynchronous online program
- Approximately 30 hours
- Self-paced modules
- Feedback from Program Manager

SAMPLE MODULE TOPICS

- Emotional Intelligence
- Time Management
- Professional Etiquette
- Confidence
- Conflict Management
- Adaptability
- Communication

Best Practices

- Comprehensive, immersive learning model merging application of theoretical knowledge and skills into authentic practical context
- Gradually increasing responsibility culminating in highly competent team leaders
- Engagement in reflective practice regarding Self/Team/Program
- Strong staff/intern participatory evaluation process resulting in comprehensive, empowered teams committed to full-cycle, continuous improvement



Supporting Research

Effective leadership programs successfully merge theory and practice while ensuring the inclusion of shared, authentic leadership and decision-making styles (Schraeder & Bandow, 2015).

Evidence supports an optimal time for providing leadership education and practical skills is during the higher education experience (Astin & Astin, 2000).

Experiential learning and critical reflection are mechanisms most likely to result in behavior changes (Silliman, B., Edwards, H.C., & Johnson, J.C., 2020).

Intensive instruction and practice, involving repeated cycles of action and reflection in real-life contexts over an extended period, builds competence (Akiva et al., 2017; Shockley & Thompson, 2012; Walker & Walker, 2012).

Program Funding

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