

**\$10,000 MetLife & National 4-H Council Grant to Wisconsin 4-H
\$500 Available to Local Partnerships Working with UW- Extension Staff
By Kathi Vos, 4-H Afterschool Co-chair, and
Wisconsin Afterschool Network Partnership Coordinator
kathi.vos@uwex.edu or call 608-262-2496**

Building Partners and Advocates by Creating an Afterschool Training Consortium

Project Overview:

The Wisconsin Afterschool Network (WAN), co-lead by Kathi Vos, 4-H Experiential Learning Specialist, has recruited 12 experienced staff to train 100 people at these regional workshops.

- ✓ **March 30, 2007**, at Lac Courte Oreilles Convention Center, *Motivating the Hopeless, Uninterested, and Uninvolved Learner*, contact Gary Frankiewicz, Solon Springs School, 715-378-2263, for more information
- ✓ **April 19, 2007**, in Wausau, *4-H Afterschool Toolkits* for supporting homework help, Gloria Fauerbach and Deb Moellendorf are registered for this, May be 2-3 slots still left for 4-H staff. Contact Kathi Vos at kathi.vos@uwex.edu if interested.
- ✓ **April 25, 2007**, at Marathon County Extension Office, 212 River Drive, Wausau, *Building Partners and Advocates for Afterschool Train the Trainer Regional Workshop*, contact Tom Carpenter at tom.carpenter@uwex.edu for registration.
- ✓ **April 27, 2007**, at Jackson County Extension Office, Black River Falls, *Building Partners and Advocates for Afterschool Train the Trainer Regional Workshop*, contact Tom Carpenter at tom.carpenter@uwex.edu for registration
- ✓ **May 4, 2007**, at Racine County Extension Office, Sturtevant, *Building Partners and Advocates for Afterschool Train the Trainer Regional Workshop*, contact Tom Carpenter at tom.carpenter@uwex.edu for registration
- ✓ **May 11, 2007 Wisline Web Training and Support, 10:30 – Noon**. Will also be archived on Wisline website for viewing later.

Deb Jones, Jackson County 4-H Agent, Deb Moellendorf, Lincoln County 4-H Agent, Donna Duerst, Rock County 4-H Agent and Annette Bjorklund, Washburn County 4-H Agent are part of this Master Training Team. These Master Trainers along with Regional Coordinators from the 21st Century Community Learning Centers and the Wisconsin Afterschool Network (WAN) will work with Kathi Vos, Alison Kromm and Steve Fernan to support 4-H agents in 10- 15 local sites to train 500 afterschool providers. This initiates the development of a WAN Training Consortium based on WAN's Guiding Principles. **Local training teams must provide 8 hours of training and/or contact with at least 10 afterschool partners by September 30, 2007.**

TRAINING FUNDS AVAILABLE:

A total of \$10,000 is available from National 4-H Council and the MetLife Foundation. Interested county Extension staff should attend one of the four regional workshops, the May 11 Wisline Web and submit training plan funding requests by **May 10, 2007**. 10-15 local sites will receive training funds ranging from \$300-500. Wisconsin is expected to improve the quality of after-school programs by providing a minimum of **eight hours of training to at least 500 local after-school providers** and partners between March 1, 2007 and September 30, 2007.

FUNDING PERIOD: [March 1, 2007 – Sept. 30, 2007]

1. Training plans are due to Kathi Vos by **May 10, 2007**. Representatives from the Wisconsin Afterschool Network will review plans and make final decisions by **May 15, 2007**.
2. All training teams are invited to participate in a Wisline Web **May 11, 2007** from 10:30 – noon.

3. Funds must be spent by September 30, 2007 and will be reimbursed for actual training expenses after the event unless arrangement have been made to use the State 4-H Purchase card through Jane Marquardt at jane.marquardt@uwex.edu.
4. County Extension staff can invoice the State 4-H Office or arrangements must be made with Kathi Vos and Jane Marquardt to pay for training materials using the State 4-H office purchase card.

LOCAL FUNDS CAN BE USED FOR:

- Mileage for Extension staff to attend the Wisconsin Afterschool regional train the trainer sessions and bring a carload of their partners. Workshops have been planned for March 30, 2006 in Hayward, April 19 in Wausau, April 25 in Wausau, April 27 in Black River Falls and May 4 in Sturtevant. Staff must submit a State Travel Expense form found at <http://www.uwex.edu/business-services/forms/http://www.uwex.edu/business-services/forms/>
- Making training notebooks, teaching kits, meals and break food for local trainers and trainees, rental for meeting space and other actual training expenses and/or supplies needed to carry out the local project. .
- 4-H Afterschool training and promotional materials from www.4-Hmall.org or Lights On Afterschool promotional materials found at http://www.afterschoolalliance.org/lights_on/art_main.cfm

ELIGIBILITY:

Training plans can be submitted by county 4-H Youth Development staff who is working with after school programs that partner with 21st Century Learning Centers, partners in the Wisconsin Afterschool Network and other community organizations. 4-H volunteers must also be invited to attend local training events.

PUBLICITY & MARKETING:

The best promotion is that which is done locally. Local sites will be in charge of doing their own registration and making copies of their own training materials. Training plans will be advertised via the weekly electronic 4-H Youth Line, the Wisconsin Afterschool Network list-serve as well as through other state networks. Send promotional information to Kathi Vos and Tom Carpenter at the State 4-H office so they can channel it to key partners. They need the date, time, location and general logistics as soon as possible.

SET A TRAINING DATE AND PUBLISH IT IN 4-H YOUTH LINE

4-H Staff can also publish this Information directly to the 4-H Youth Line Calendar by logging in to the Staff Only place on the state 4-H page at <http://www.uwex.edu/ces/4h/> or just go to the Calendar to add an event at:

<http://www.uwex.edu/ces/4h/resources/admin/calendar/eventadd.cfm>

FUNDING IDENTIFICATION

All publicity, training agendas and training materials should include the sponsoring agency logos and must include this statement:

"This training event is sponsored by the University of Wisconsin Cooperative Extension 4-H Youth Development Program, the MetLife Foundation in partnership with the National 4-H Council [List your local county Extension office and any other local partners] on behalf of the Wisconsin Afterschool Network."

HOW TO SUBMIT TRAINING PLANS:

1. One training plan/county must be submitted by UWEX staff. 4-H staff was encouraged work with local partners. Applicants type this information into a simple Word.doc and e-mailed to Kathi Vos at kathi.vos@uwex.edu and Tom Carpenter at tom.carpenter@uwex.edu by **May 10, 2007**.
2. All potential Training Teams must participate in the May 11, 2007 Wisline Web from 10:30 – 12 noon. If they cannot make this date and time the program will be archived in the Wisline Website.

TRAINING PLANS MUST INCLUDE:

A brief 2-3 page narrative response covering the following topics:

- 1) Applicant contact person, e-mail, address, phone and fax information along with co-trainers

- 2) Brief historical description about your local after school partnerships, your current training needs, a list of your partners and their organizational affiliation.
- 3) The planned training goals and objectives, evaluation plan, training outline, brief description of how you will ***reach at least ten afterschool providers and/or partners with 8 hours of training and support between March 1, 2007 - September 30, 2007.*** Smaller counties can work together if they wish.
- 4) Indicate how this training plan supports the Wisconsin Afterschool Network Guiding Principles found at <http://dpi.wi.gov/sspw/wan.html> and the Four Essential Elements of 4-H with an emphasis on Generosity and civic engagement. For more information on the Essential Elements go to the Wisconsin 4-H Afterschool website at <http://www.uwex.edu/ces/4h/afterschool/clubs.cfm>
- 5) Proposed training timeline between March 1, 2007 – September 30, 2007.
- 6) Proposed budget expenditures including a brief budget narrative on how you intend to spend training funds.

REPORTING REQUIREMENTS:

1. Within a month of the training, the lead Extension trainer must submit:
 - An electronic copy of the **participant and trainer roster** that includes name, organization, title, mailing address, phone number and e-mail of all participants. Please provide this in an Excel file.
 - Electronic copies of training materials that local trainers would like to share on the 4-H Afterschool website. We will then connect this to the Wisconsin Afterschool Network website. [Please make sure it is not copyrighted material unless you have permission.] Send this information to both Kathi Vos kathi.vos@uwex.edu and Tom Carpenter tom.carpenter@ces.uwex.edu .
2. Success stories on your 4-H Afterschool Training grant must be submitted into the Cooperative Extension Planning and Reporting System by December 31, 2007 with a copy sent to Kathi Vos at kathi.vos@uwex.edu along with any other evaluation documents, handouts or promotional materials that you would like to share. Please file them under the “Building 4-H Afterschool Programs”. All faculty and academic staff members need to file **Success Stories** in the web-based Planning and Results System, <http://www1.uwex.edu/ces/techservices/prs/> by **January 15** each year. Guidelines for preparing quality Success Stories are located at: <http://www.uwex.edu/ces/techservices/prs/success.cfm>.
3. **Attachment D. After-school Provider Survey** tool is required by all 2007 4-H Afterschool Training Grants funded by the MetLife Foundation.

Attachment A

After-school Provider Survey Tool

Grantees will collect and report the information that is requested by this Survey Tool. Reporting will be accomplished through a web page URL that will be provided. In this way, grantees will communicate progress toward the ultimate goal of training 500 local providers as the project is implemented.

Information collected by this survey should only be submitted once. If more than one provider from the same program attends a training session, only one provider should submit the program's participant information but all providers should submit their personal gender and race information. The same is true if providers attend components of a training series. Once the information has been submitted, it should not be collected or reported again.

2006-07 4-H Afterschool Training Grant

Funded by MetLife Foundation

After-school Provider Survey

The following information is anonymous and confidential. It is only being collected to help us define the full scope of this project. Your assistance is appreciated. Thank you.

Please provide Gender and Race/Ethnicity information for yourself and estimate how many participants attending your program are in each category below (do not provide information for participants if this information has already been provided by you or a colleague).

Category		Participants	You
Gender	Male		
	Female		
Race/Ethnicity	Black or African American		
	Hispanic or Latino		
	Native American		
	Caucasian		
	Other, more than one race, or undetermined		
Participant Grade/age	Pre-school (up to age 4)		
	Grades K – 2 (Ages 5-7)		
	Grades 3 – 5 (Ages 8 – 10)		
	Grades 6 – 8 (Ages 11 – 13)		
	Grades 9 – 12 (Ages 14 and up)		
Program Location (Check One)	Rural/Population less than 10,000		
	Urban/Pop. 10,000 - 50,000 and its suburbs		
	Suburb of city over 50,000		
	City over 50,000		
Total number of children that attend your after-school program			

Attachment B:



Wisconsin Afterschool Network (WAN) Guiding Principles for Afterschool Programs

Below are the critical components of a high-quality afterschool program in Wisconsin. These guiding principles are all equally important and interdependent.

- **Strong management and organization.** The program management develops positive two-way communication with staff, children and youth, families and the community; strives for low staff-to-child ratios; provides ongoing support, professional development and career ladder opportunities for staff; and implements systems that promote individual, family and cultural identity as the foundation of learning and development for children and youth.
- **Strong partnerships with children and youth, families, schools and communities.** Staff at all levels work with community partners to coordinate resources and create opportunities based on community needs. Whenever possible, resources are shared across partners to achieve community goals. Staff provide important information to families and facilitate connections to needed community services and supports. Staff engage in two-way communication with partners and actively involve partners in decision-making, programming and events.
- **A knowledgeable, experienced, diverse staff who represent the community they serve.** Staff at all levels understand and apply concepts of child development, foster positive relationships with children and youth, and recognize and accommodate individual needs of children and youth. Staff seek opportunities for professional development and continuous improvement of their programs.
- **A safe, healthy, nurturing and engaging environment for children and youth.** Program space is safe, clean and designed with the educational significance of physical space in mind. Classroom areas are welcoming and arranged to support learning, promote positive interactions and encourage independence. The physical health of children and youth is a priority, including nutrition and physical activity as appropriate. A code of conduct is maintained and communicated to staff, children and families. Reasonable accommodations are made for inclusion of all children and youth.
- **Positive human relationships and interactions among staff, children and youth, families and communities.** Staff at all levels demonstrate respect for one another and model healthy adult relationships, while teaching children and youth to interact positively with one another and make responsible choices. Staff establish relationships with families in a comfortable, respectful, welcoming way. Staff demonstrate their value for the culture and language of children and youth, their families and communities.

- **Deliberate and dynamic programming that responds to community needs and addresses the interests and needs of children and youth.** Developmentally appropriate, child-centered activities and current resources inspire learning, promote active engagement and complement school-day activities. Staff at all levels adapt research-based concepts and activities whenever possible. The programming has a clear structure, but provides opportunities for children and youth to make choices about their experience.
- **Systems for evaluation and continuous improvement.** Staff at all levels develop and implement plans for evaluating the program’s effectiveness, the results of which are both used to guide program improvement and communicated to key stakeholders on a regular basis. Evaluation may include assessment of participants’ educational, social, and emotional growth and development. Authentic evaluation systems allow all participants (staff, children and youth, families and community partners) to assess the program’s effectiveness.

Sources

Continuous Improvement Process for Afterschool (National Community Education Association)

Critical Work Function Assessment Tool (Washington Afterschool Network)

High/Scope Youth Program Quality Assessment (High/Scope)

The NAA Standards for Quality School-Age Care (The National AfterSchool Association)

Pathways to Success for Youth: What Counts in After-School. Intercultural Center for Research in Education and National Institute on Out-of-School Time, 2005

Program Observation Tool (Washington Afterschool Network)

Program Quality Self-Assessment Tool (New York State Afterschool Network)

Self-Assessment and Planning for Quality (North Carolina Afterschool Network.)

The School-Age Care Environment Rating Scale (Frank Porter Graham Child Development Institute)

School-Age Standards (YouthNet of Greater Kansas City)

Shared Features of High-Performing After-School Programs: A Follow-Up to the TASC Evaluation. Policy Studies Associates, November 2005

Standards for Quality School-Age Child Care (National Association of Elementary School Principals in collaboration with the Wellesley College School-Age Child Care Project)