

4-H Afterschool Training Proposal

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2) **Historical Description of Afterschool Partnerships; Training Needs; Partners**

A. Description of afterschool partnerships. In the fall of 2004, UW-Extension began a partnership with the 21st Century Learning Center at Gebhardt Elementary in the Black River Falls school district. The afterschool program is called "BLAST" for "Black River Learning After School Time." During the 2004-05 school year, Extension youth development staff conducted one-hour enrichment activities two days per week to about 60 afterschool youth in grades 1-5. In reviewing the year, it was determined that UW-Extension could not continue to perform this high amount of direct service to the afterschool program for another year without additional staffing assistance. In a discussion with the BLAST program coordinator and school principal, UW-Extension suggested that we re-format the enrichment portion of the BLAST program for 2005-06 by forming a number of 4-H clubs at the site. The hired high-school students who serve as aides in the program would become the 4-H club leaders and the school faculty would work with them in a supportive and advisory role. UW-Extension would provide all of the training, curriculum resources, on-going technical support, and some financial support for programs. The school staff was enthusiastic about this idea as it gave a more significant leadership role to the high school students, and it would better connect the afterschool program with 4-H resources. It was agreed to pilot this new format.

Although the first couple of months of the new program ran relatively smoothly, the long-term nature of the program began to make it difficult for the aides to develop well-planned club activities. They were not taking the time necessary to do the planning, nor were they making use of the vast resources available to them. A mid-year training re-introduced the aides to the resources and the ease of their use. For 2006-07, UW-Extension and BLAST will do another re-organization of the enrichment portion of the program to insure on-going quality in these educational programs. Enrichment will continue to be high school student led, but the BLAST coordinator will schedule one day per month for staff and volunteers to do monthly club plans and receive additional training.

B. Training Needs. A major training will be conducted at the beginning of the school year for all BLAST aides, faculty, and volunteers. The new organization of the enrichment activities will be introduced, "4-H 101" discussed, basic principles of youth work, and skill building focusing on planning and organizing. Additionally, ample time will be allotted for program planning in partnership with adult staff. In addition to this training at the beginning of the year, bi-monthly "booster sessions" will be conducted to re-emphasize knowledge and skills, re-connect staff with the afterschool curriculum resources, and continue to skill build in planning and organizing.

C. Partners: Monica Lobenstein, Partnership Coordinator, School District of Black River Falls; Shelly Severson, Elementary Principal, School District of Black River Falls; Jackson County 4-H Executive Board (funding partner); Deb Jones, 4-H Youth Development Agent, UW-Extension; newly forming Black River Falls After School Advisory Committee (potential partner to invite to participate in training)

3) **Training Goals and Objectives; Outline; Potential Training Resources**

A. Training Goals:

- *BLAST staff will demonstrate an understanding of the 4-H club including the parts of a club meeting.
- *BLAST staff will become knowledgeable about 4-H afterschool program resources and competent in utilizing the resources.
- *BLAST staff will be able to develop detailed program plans for 4-H club meetings.
- *BLAST staff will utilize their program plans to facilitate well-organized educational programs utilizing 4-H project and after-school curriculum materials following the experiential learning model.

B. Training Outline:

- Note: there will be a "pre-training" retreat conducted in June, 2006 at the end of the current academic year to begin program development for the 2006-2007 year. High school BLAST aides from the current year, those planning to return to BLAST in the fall, school faculty, and students interested in serving as new BLAST aides will be invited. This retreat is being funded through other sources.
- Fall Training Session 1:

- Pre-test/Team building (selected activities from recreation for after-school programs)
- “What is 4-H?” brain blurt; teach 4-H pledge
- Parts of a 4-H club meeting: recreation; business; program
- Life skills model... what is it; what does it mean; why does it matter in 4-H programming?
- Experiential learning model: “Heads-On, Hands-On” Video; Scavenger hunt activity demonstrating use of the model
- Share and Apply: wrap-up and session evaluation
- Fall Training Session 2:
 - Working as a club leadership team: scheduling planning, sharing of facilitation roles, coordination tasks. Working in a youth-adult partnership (student aide/school staff/adult volunteer relationships)
 - Exploring the resources: 4-H project materials; web-based afterschool activities; “4-H Afterschool: Sampler of Afterschool Activities”
 - Educational program planning (4-H afterschool project/activity sessions): monthly calendars; weekly/daily club program plans
 - Club leadership teams develop October and November club plans
 - Share and apply: wrap-up, post-test, and session evaluation
- On-going monthly staff in-service/planning sessions. One day per month will be set aside for BLAST staff to plan for the upcoming month of 4-H enrichment activities based on input from club members. Additional training will be provided during these sessions based upon needs identified through fall training evaluations, feedback from staff throughout the year, and needs identified during observation of staff and programming.

C. Potential Training Resources:

- <http://www.uwex.edu/ces/4h/afterschool/training/index.cfm> (Activity outlines)
- Heads-On, Hands-On video
 - 4-H Afterschool: Starting 4-H Clubs
- 4-H Project Curriculum
 - 4-H Afterschool: Sampler of Afterschool Activities
- 4-H Afterschool: Guiding Growth

4) Proposed Project Timetable:

- June 2006: Pre-training retreat (no funding is being requested in this proposal for this program)
- Early September, 2006: Recruitment and hiring of BLAST staff by school district
- Late September, 2006: Two staff training sessions conducted (outlined above); paid and volunteer staff
- Monthly beginning in November, 2006: Staff program planning workdays/continuing education
- January, 2007: Mid-year staff workshop
- May, 2007: End of year 4-H afterschool program evaluation

5) Proposed Project Budget and Narrative:

Budget Item	Narrative
Print Resources: Guiding Growth: 2 copies.....20.00 Starting 4-H Clubs: 2 copies20.00 Sampler of Afterschool activities: 3 copies.....30.00 Teens as Volunteer Leaders: 2 copies.....10.00	Two copies of each resource are being requested to provide a “home” copy for the UW-Extension office and a resource copy to the afterschool site. 3 copies of the “Sampler” publication is requested to allow two copies to be stored at the school for use by staff in club planning.
Other Resources: Heads-On, Hands-On Video:.....30.00	Teaching the experiential learning model is a key component of training for any 4-H staff. The video will provide an additional teaching tool.
Staff Resource Binders: 3 ring binders: 25 @ \$3.50.....87.50 Notebook dividers: 25@ 3.00.....75.00 Binder pockets: 25 @ 1.9949.75	Resource binders will be provided for all youth and adult participants that include training materials, curriculum resources, youth development information, and planning tools.
Printing: 1000 copies on copier for resource binders @ .10.....100.00 100 copies on color printer @ .25.....25.00	Printing costs to create resource binders
Training refreshments: 25 @ 2.5062.50	Refreshments for two 3-hour afterschool fall trainings @ \$1.25 per person per training.

Total proposed budget expenditures:.....509.75