

# **SUCCESS STORIES**

***2006***

**Kenosha County Youth As Resources Program**

**KUSD Service Education Handbook**

**Youth in Governance**

**Expansion and Review Process for the 4-H Youth Development Program**

**Youth Quest Career Mentor Program**

**Kenosha Unified School District Afterschool Program**

**Prepared by:**

**John de Montmollin  
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Kenosha County UW-Extension**

## **2006 Success Story**

### **Youth Voices in Community Action & Governance Kenosha County Youth As Resources Program**

#### **Submitted by**

**John de Montmollin  
Youth & Family Educator  
Kenosha County UW-Extension**

#### **Situation:**

Youth leadership development is key in building civic capacity and long-term community sustainability in Kenosha County. Programs that teach useful skills and build the self-confidence of young people ensure capable, effective leaders for the next generation. In addition, recent national trends including an increase in youth civic service and new emphasis on civic education in schools indicate a growing need for leadership training to ensure young people are prepared to participate in political and civic life.

Data from the 1995 nation-wide Search Institute survey documented that only 25% of youth perceive that their communities value youth and only 28% believe that youth are given useful roles in the community.\* These results were among the lowest of all the assets measured. Locally, these numbers were even lower. Among the 6,000 youth surveyed in the Kenosha Unified School District in 2002, only 23% of youth perceive that their communities value youth and only 26% believe that youth are given useful roles in the community.

#### **Response:**

To address this issue, Kenosha County UW-Extension partnered with the United Way of Kenosha County to establish the Kenosha County Youth As Resources Program.

Youth As Resources is an organization dedicated to promoting and facilitating youth-led activism in Kenosha County. The Youth As Resources Board of Directors is made up of youth and adults from Kenosha County who meet once a month to raise money, discuss community issues, provide grants to youth-led community service groups, and to plan community improvement initiatives. Youth board members develop leadership and professional skills while receiving guidance from experienced adults.

The cornerstone of the YAR program is the idea that youth can make meaningful—not just symbolic—contributions to their communities, and that these contributions provide important opportunities for youth to grow professionally and personally.

Since YARs conception in August of 2004, Youth & Family Educator, John de Montmollin, has worked with AmeriCorps\*VISTA members from Wisconsin Campus Compact to provide overall leadership to the program.

Here are the highlights from 2006:

In February, the Youth As Resources Board granted \$2,000 to five different youth groups to do service projects in Kenosha County

In April the Youth As Resources Board completed their own service project by partnering with a after-school program and organizing a neighborhood clean-up day.

In May the YAR Board recognized all youth service project completed over the past year.

In July, Youth As Resources Board members along with UW-Extension staff coordinated the 1<sup>st</sup> Annual YAR Board retreat. Participants represented youth from all parts of Kenosha County and also all major ethnic and racial groups were also represented.

In October and November the Youth As Resources Board granted \$1910 to six different youth groups. Their projects ranged from homelessness to recycling.

### **Results:**

Over the past year \$3,910 has distributed to 11 local youth groups to complete community service and service learning projects through the Kenosha County YAR program.

Currently, the Kenosha County Youth As Resources Board is comprised of 14 youth members and 9 adult members and meet on a monthly basis.

Youth and adults participating in the Kenosha County Youth As Resources program gain many skills including communication, leadership, planning, and team work. In addition, the program fosters a sense of connection and accountability to community while developing pride and self-confidence.

### **Evidence:**

Formal evaluations were conducted of all youth and adult board members in the spring of 2006. In addition, all youth groups who were granted funds were asked to complete a reflection journal of their experiences.

## **2006 Success Story**

### **Youth Voices in Community Action & Governance KUSD Service Education Handbook**

#### **Submitted by**

**John de Montmollin  
Youth & Family Educator  
Kenosha County UW-Extension**

#### **Situation:**

Youth leadership development is key in building civic capacity and long-term community sustainability in Kenosha County. Programs that teach useful skills and build the self-confidence of young people ensure capable, effective leaders for the next generation. In addition, recent national trends including an increase in youth civic service and new emphasis on civic education in schools indicate a growing need for leadership training to ensure young people are prepared to participate in political and civic life.

In many communities, Service Learning is becoming more and more popular with educational institutions as a way of engaging young people in active learning and citizenship. In the city of Kenosha, Kenosha Unified School District has actually incorporated community service and service learning into their strategic plan. Although there are a tremendous amount of resources on Service Learning, none of these resources are specific to Kenosha Unified School District.

#### **Response:**

To address this issue, John de Montmollin, worked with Americorps\* VISTA member Audrey Gutfreund reviewed over 20 different resources and interviewed several key professionals to create a Service Education Handbook for Kenosha Unified School District. This comprehensive resource covered such topics as:

What is Service – Learning and Does it Work?

Essential Elements of Service Learning

Planning your Project

and Additional Information and Resources.

A draft of the handbook was distributed to a service learning advisory group and a final version was complete in May of 2006.

## **Results:**

Kenosha Unified School District adopted the “KUSD Service Education Handbook a Nuts and Bolts Guide to Local Service” as their official resource for all teachers implementing community service and service – learning into their curriculum.

Greg Wright, KUSD Career, Technology and Service Education Coordinator writes, “This handbook is a first step to creating a common understanding of community service and service-learning throughout Kenosha. It provides practical techniques and resources to help educators get started with service-learning, as well as a guide to local community agencies, funding sources, and media.”

Furthermore, KUSD agreed to duplicate and provide a copy of the “KUSD Service Education Handbook a Nuts and Bolts Guide to Local Service” to every staff member completing the KUSD service learning training.

## **Evidence:**

Throughout the process of creating this resource individual interviews with key stakeholders were conducted to ensure that the product developed met the needs of the intended audience.

In addition, formal impact interviews and written surveys of the overall impact of service learning and community service will be collected in spring of 2007.

## **2006 Success Story**

### **Youth Voices in Community Action & Governance Youth in Governance**

#### **Submitted by**

**John de Montmollin  
Youth & Family Educator  
Kenosha County UW-Extension**

#### **Situation Statement:**

Youth leadership development is key in building civic capacity and long-term community sustainability in Kenosha County. Programs that teach useful skills and build the self-confidence of young people ensure capable, effective leaders for the next generation.

In addition, recent national trends including an increase in youth civic service and new emphasis on civic education in schools indicate a growing need for leadership training to ensure young people are prepared to participate in political and civic life.

Data from a local Search Institute survey in 2006 documented that only 23% of youth perceive that their communities value youth and only 27% believe that youth are given useful roles in the community. These results were among the lowest of all the assets measured in the survey and were lower than similar assets measured at the national level.

Furthermore, Kenosha County realizes the importance of leadership development. In the 2004 countywide program planning process several sources were utilized to collect data on issues facing Kenosha County residents. Through this process, leadership and community involvement came forward as top issues for Kenosha County.

#### **Response:**

In April 2006 five new members of the Kenosha County Board of Supervisors were appointed to the Extension Education Committee. Committee members were very interested in creating youth participation on the county board and requested assistance from UW-Extension educators.

The Youth & Family Educator, Community Development Educator, and County Director teamed up to work with the Extension Education Committee to strategize a plan to propose to the full county board.

Meetings were held monthly September – December 2006. Other key stakeholders from the community (including youth) have been invited to participate. A Youth in Governance café was held to establish an action plan. UW-Extension state specialists

from Youth Development and the Local Government Center provided expertise and background on youth in governance models.

**Results:**

- The committee has decided to propose a resolution to the county board to include youth representatives on all 9 county board committees. Youth will have an advisory vote.
- The committee has formed workgroups to develop the model and create a youth recruitment plan.
- The committee plans to draft a resolution for county board approval spring 2007.

**Evidence:**

All meetings are part of the public record.

## **2006 Success Story**

### **Developing Multicultural Understanding Expansion and Review Process for the 4-H Youth Development Program**

#### **Submitted by**

**John de Montmollin  
Youth & Family Educator  
Kenosha County UW-Extension**

#### **Situation:**

According to the 2000 census, the racial/ethnic populations in Wisconsin have increased at a faster rate than the Caucasian population during the past decade. When comparing 2000 census data to 1990 census data the African American population in Wisconsin has increased 25% and the Hispanic population has increased 107% while the Caucasian population has increased only 6%. As a result of these changes, African Americans now comprise over 5% and Hispanics comprise over 3% of the total population in Wisconsin.

With the change in population come new challenges for the Wisconsin 4-H Youth Development Program. For example, as previously mentioned, 5.7 % of Wisconsin's population is comprised of African Americans, but only .4% of 4-H community club membership is comprised of African Americans. Similar results will be found when examining data from other racial and ethnic groups.

The Expansion and Review process through the 4-H Youth Development Program was designed to address these issues on a local level. However, data from a 2005 phone survey of found that many 4-H Youth Development staff had a strong need additional training and resources to create an effective Expansion and Review process.

#### **Response:**

John de Montmollin and Tim Talen co-chaired the Expansion and Review work team for the 4-H Youth Development Program Area. Other team members included Donna Menart, Jessica Jens and Amber Rehberg. This team was responsible for the development and disbursement of Expansion and Review resources for Wisconsin 4-H Youth Development Staff. Over a four-month period this group developed several resources including:

Expansion and Review overview materials, Expansion and Review models, position descriptions and letters, goals setting worksheet, and a power point presentation. The

team also partnered with UW-Extension's Applied Population Laboratory to design a data collection tool specially for the 4-H program area.

In addition to these resources, this group worked with the Professional Development Advisory Committee to conduct two state-wide teleconferences specially focused on the topic of Expansion and Review.

### **Results:**

The work team has had many positive responses to the teleconferences and to the web-based resources.

Individual comments from the evaluations included:

The forms will be very helpful in preparing for Civil Rights – they actually will be more beneficial than all the “paper gathering” that is part of the current process.

I plan on having an Exp and Review meeting before next January – and not just to meet the reporting requirements. The material was presented in such a way that it got me excited about how it could improve my programming.

I will use it all with my Expansion and Review Committee, my Ag and Extension Committee, and probably in grant applications.

In early 2007 preliminary data will be available on the number of Expansion and review groups that are functioning in the state of Wisconsin. Overtime, these resources will assist staff and volunteers in reaching underrepresented audiences.

### **Evidence:**

An evaluation of the two teleconferences was conducted by Professional Development Advisory Group. In addition, the 4-H Name and Emblem Report was modified to collect Expansion and Review data.

## 2006 Success Story

### Strengthening Community for Positive Youth Development Youth Quest Career Mentor Program

#### Submitted by

**John de Montmollin  
Youth & Family Educator  
Kenosha County UW-Extension**

#### **Situation:**

*“Without question, young people face many of life’s most important decisions in those transition years between high school and the working world. Unfortunately, too many students are unaware of their education and employment options. The path they follow on their careers is indirect, and their decisions are often based on scant information.”*

Decisions Without Direction  
Career Guidance and Decision Making Among American Youth  
Ferris State University

Locally, the issues of employment and career education are just as critical. According to a 2003 Kenosha County UW-Extension needs assessment, employment was rated the third highest concern facing Kenosha County residents. In addition to this assessment, Thomas R. Vogel, former Coordinator of Student Services for Kenosha Unified School District remarked, “Regardless of background or future goals, quality career awareness and education is important to every high school student.”

#### **Response**

UW-Extension Youth & Family Educator, John de Montmollin, along with Logan Booth, Youth Quest program Coordinator, created a program designed to prepare students for their futures by asking three critical questions.

The first question is “Should you go on for additional skill, education and/or training after high school?” The program outlines the advantages and disadvantages of going on.

The second question focuses on “What do you want to be?” Unlike other programs, Youth Quest helps participants explore careers they may like and are good at, but goes further by focusing on the demand of particular careers.

The third question is “Where do you want to go?” Youth Quest provides participants with resources to make an informed decision about their next move by focusing on all options.

## **Results**

In 2006 there was one active Youth Quest site at Lake View Technology Academy with a membership of 25 students.

At the end of the school year, participants were asked to reflect on their participation in the Youth Quest program. Here are just some of the results:

I know my options for training after high school.  
Participant s reported a 94% increase

I have received help in planning my future education.  
Participants reported an 81% increase

I believe a program like Youth Quest is valuable to High School students.  
Participants reported a 75% increase

Here were some additional comments:

“I learned that I’m in control of my career path.”

I learned “how much my education will affect my opportunities in the job market.”

“I’ve learned about the opportunities that are available after high school and what I have to do to reach my career goals.”

“I have learned that you need to take steps during high school, like applying for scholarships, very seriously.”

In addition to Kenosha County, Milwaukee County UW-Extension adopted the Youth Quest philosophy and enhanced the program materials to reach students throughout Milwaukee County.

## **Evidence**

Results were collected during the final Youth Quest session at Lake View Technical High School using a pre-post survey.

**2006 Success Story**  
**Afterschool Programs**  
**Kenosha Unified School District Afterschool Program**

**Submitted by**

**John de Montmollin**  
**Youth & Family Educator**  
**Kenosha County UW-Extension**

**Situation:**

31% of Wisconsin's K-12 youth are responsible for taking care of themselves after school. These children spend an average of nearly seven hours per week unsupervised after school. Studies show that these children are at increased risk for becoming involved in gangs, crime, drugs or alcohol, or sexual activity in the hours after school. After school programs keep kids safe, help working families and improve academic achievement.

Locally, these programs are coordinated by the Kenosha Unified School District and the Boys and Girls Clubs of Kenosha. And although these programs have been very popular and effective, the funding for after school programs has been significantly cut. With a reduction in resources it is becoming increasingly challenging to hire experienced after school staff.

**Response:**

In the spring of 2006, Americorps\*VISTA member Andrea Grant worked with Kenosha County UW-Extension Youth & Family Educator, John de Montmollin, to create a grant proposal and outline for an after school staff training manual for Kenosha Unified School District and the Boys and Girls Club.

In early summer, Kenosha County UW-Extension received notice that it would be awarded \$540.00 to create the staff manual. The money for this project was provided by Wisconsin 4-H and the Wisconsin Department of Public Instruction. The After-School Manual was designed to provide any after-school care provider with essential knowledge in child development, programming, and professionalism and is made available statewide through the Kenosha County UW-Extension website.

The manual is organized into 4 main sections; Introduction, Growing Up, Programming, and Professionalism. The introduction includes "The Story Behind the Project" which gives the reader an overview of the development and partnerships involved in the making of this project possible. There are sections throughout the manual titled "Think

About It” and “Take the Next Step” which provide interactive learning and foster personal growth.

On September 12<sup>th</sup> and 13<sup>th</sup> UW-Extension staff provided an orientation on how to use the manuals and facilitated interactive Professional Development activities “Human Scavenger Hunt” and “Avoiding Stereotypes and Prejudices”. The orientation also covered the 21<sup>st</sup> Century CLC program goals, advocated the need for quality after-school programming and conducted World Café style discussion of the 40 Developmental Assets, as well as in depth coverage of the Guidance and Discipline portion of the manual

**Results:**

The coordinators of the after school programs for Kenosha Unified School District were very impressed with the manual and adopted it as their official training manual.

In addition, Kenosha Unified School District provided Kenosha County UW-Extension with \$10,000 in funding for staff development and resources for after school programming.

**Evidence:**

Participants completed a survey which highlighted the value of the orientation and training manual.