

## **Brown County 4-H Summer Intern 2005 Resource Management Grant**

### **Situation Statement:**

The Brown County UW-Extension Urban 4-H Program works in partnership the Green Bay Area Public Schools, Howe Neighborhood Family Resource Center and the Greater Green Bay Area YMCA to deliver youth programming for students at local elementary schools. This is the 8<sup>th</sup> summer that 4-H has had a presence at Howe Elementary School with youth who are enrolled in the summer school program. Howe This particular school is considered an “at-risk” school. The students face many challenges, including high rates of poverty; the lack of safe, quality after school activities and summer programs; school behavioral issues; poor attendance and low academic achievement. School demographics indicate that there is a high incidence of poverty (over 90%), low achievement scores (~ 50% proficient in reading and math; 38% proficient in science), and a high concentration of minority students (70%).

### **Response:**

To address a lack of neighborhood based, quality summer enrichment programming, Urban 4-H Coordinator, Kathy Kauth, met with the Howe School Principal, the YMCA ‘s teen and families director and the executive director of the Howe Neighborhood Family Resource Center. Together they designed a 4-H supplement to their existing summer school program. All youth in the YMCA summer program would be enrolled in the “4-H Fridays!” an all-inclusive 4-H program which would run one afternoon/week for 8 weeks. The design of this program was to include male and female youth who were in grades 1-5. The Green Bay Public Schools provided space without charge and Howe Neighborhood Family Resource Center provided funding as well.

A summer 4-H Intern was hired & a program designed to provide youth from the Howe School neighborhood with positive enrichment experiences in a safe and healthy environment. Goals for the project were:

- To provide experiential learning programming for 50 youth at Howe Elementary School.
- To broaden youth’s knowledge in the area of their project choice
- To expose youth to community service and teamwork activities
- To provide youth with quality, hands-on educational activities based on “Key Elements of Youth Development”
- To revise and prepare Brown County UW-Extension 4-H Afterschool curriculum for state-wide publication

### **Results**

“4-H Fridays!” enrolled 51 youth into programming. The demographics of this group closely mirrored that of the school and neighborhood. Staff and volunteers taught 5 projects for students in grades 3-5; Art’s Alive (illustrators and art), Woodworking, Hands-on-Science, Project Monarch and Gardening (Seeds to Salsa). Youth in grades 1 and 2 were enrolled in “Cloverbuds”, a literacy based, themed project group. All youth and adults worked together each week on planned multi-age teambuilding activities as

well as a community service project that provided 100 bi-lingual "Welcome to Howe School" bags for incoming Kindergartners.

At an end of session exhibit of project work, the youth were definitely pleased with their projects and were able to, with immense pride, tell anyone who was interested how their project was completed and what they learned in their project sessions.

Each 4-Her put compiled a 4-H Record book that evidenced their progress and their own highlights of the program . Through these, we were able to see the learning that occurred through the summer. Comments included, "This summer we made a finch birdhouse. It took a lot of work. It's a great experience to help animals.", "All my projects in Art's Alive were fun, but my favorite was making the dinosaur.", "This was the best year ever in the 4-H program". This final comment was from a 4 year summer 4-Her.

### **Evidence**

To better understand the value of this program, we used a mix of evaluation methods. All staff completed daily observation records based on six elements of positive youth development. Youth and staff gathered at the end of each session to re-cap the day and a record of their observations, daily highlights and lessons learned was gathered into a daily group journal. All youth completed a record book that journaled their personal reactions to their project work. An end of session written evaluation was completed by 4 staff members.