

# **2007-2008 4-H Afterschool Training Grants in collaboration with the MetLife Foundation**

## **DELAWARE/MARYLAND**

Maryland and Delaware 4-H programs provided training to extension educators, after-school staff, and childcare providers who care for elementary and middle school-aged youth in the after-school hours. A total of 590 after-school providers received training as a result of this project. In both states, the training content was focused in three main topic areas:

- Emergency Preparedness for after-school and Child Care Centers
- Tools of the Trade for after-school Providers
- Integrating 4-H Curricula Into Afterschool Programs
- Service Learning and Civic Engagement in Afterschool Settings

Delaware reached 400 providers with 8 hours of training, 150 providers over their goal. Most of the training was accredited by the state Office of Child Care Licensing, helping to insure attendance and providing continuing education hours that met child care licensure requirements. Programs were direct marketed to child care center directors and frontline staff through email and brochures. Delaware's Afterschool Alliance and various agencies that provide after-school programming were invited to participate and present at the one day conference in Newark. Exhibits were offered during this conference to assist with networking and program sharing. Examples of exhibitors included the YMCA Resource Center, 4-H Afterschool, Cooperative Extension Family and Consumer Science Programs, Delaware Afterschool Alliance, and Girls Incorporated.

In Maryland, a train-the-trainer approach was used with faculty and staff who in turn, trained 190 providers in local, regional and statewide settings. Most of the training sessions were conducted locally by the extension staff and partners in that county/city. Sites selected the training methods that were best suited to the audience.

The curricula used during the various training sessions included those that supported better design and management of after-school programs such as: "Tools of the Trade" Training Guide, Emergency Preparedness, First Aide, Youth Obesity Prevention, Keeping Children Healthy and Safe, and CPR. They also included curriculum training on topics such as Nutrition and Healthy Meal Planning, Literacy Development, Team Play, Using the Outdoors as a Classroom, Recycling Crafts, Using Puppets as a Learning Tool, Health Rocks (a tobacco and drug prevention life skills program), Science of Energy, Making Math and Science Fun, and Health and Fitness Equipment to name a few. These curricula assist after-school child care providers in supporting state Department of Education standards and, in some cases, also met state child care licensing requirements.

## **MISSOURI**

University of Missouri Extension, Jackson County 4-H, worked with a network of after-school partnerships and conducted professional development training for 503 providers who will impact 5,070 youth. The partnerships with University of Missouri Extension, 4-H Center for Youth Development included Francis Center for Child Development and Local Investment Commission (LINC).

Professional development training sessions included a wide variety of content for diversified after-school programs: (1) Kansas City CHARACTER COUNTS! Coalition; (2) Francis Families Center for Child Development; and (3) Summer 2007 In-service Conference. University of Missouri 4-H Center for Youth Development hosted four trainings using Tools of the Trade, the Civic Engagement Resource Guide, and sessions on the *4-H Leadership Project* (4HLP) based on teambuilding. 4HLP trainings serviced over one-hundred (100) after-school professionals on: communication, building leadership skills, and hands-on/active learning.

Additional trainings included: 4-H SET training in Robotics, GPS/GIS and SportsFishing (Missouri Water Quality, Stream Team). Mini-Society® is an experience-based instructional system targeted primarily for teaching entrepreneurship, economics, and citizenship concepts to students. It was conceived by Dr. Marilyn Kourilsky in the early 1970s and has been refined, extended, and extensively tested over a period of nearly three decades. Mini-Society® has shown to be effective across socioeconomic boundaries and student learning styles. In partnership with Youth Phases, training for instructors of Mini-Society was provided for over thirty (30) after-school professionals.

## **NORTH CAROLINA**

In North Carolina's Civics in Quality AfterSchool project, 21 facilitators provided training for 462 providers who will impact approximately 8,432 young people participating in after-school programs in 12 counties around the state. This project was built around a train-the-trainer approach whereby state staff utilized existing quality after-school curriculum, volunteer recruitment concepts, and youth-adult partnerships training to build a base for strengthening current after-school programs.

Additionally, a partnership with the North Carolina Civic Education Consortium (CEC) created a unique opportunity for an education specialist from the CEC to help facilitators learn to utilize curriculum developed for teaching and reinforcing concepts related to citizenship, civic education, and social responsibility. Facilitators then scheduled and marketed local training sessions to reach the providers in their communities. Approaches to training varied from single, full-day sessions, to multiple sessions over several days. Some counties provided training for summer parks and recreation staff in addition to 21<sup>st</sup> Century Community Learning Centers, Support Our Students (SOS) programs targeting middle grades youth, and other program-specific staff members, while other county facilitators focused on traditional before-and after-school providers.

One of the most important outcomes of this project for the state's 4-H program was the reinforcement of the relationship between NC 4-H and the NC Civic Education Consortium, the state's premier resource for civics and citizenship education for young people. They were partners throughout this process, from planning through implementation, and the county staff members were excited about the many resources made available through this partnership.

## **OREGON**

Partners of Oregon 4-H Youth Development, through OregonASK, worked together to plan 12 trainings featuring positive youth development principles through the utilization of 4-H Afterschool curriculum. Active partners and collaborators in this endeavor included: Oregon Commission on Children and Families, Oregon Child Care Division, Oregon Recreation and Parks Association, Oregon School Age Coalition, Child Care Resource & Referral Network, Oregon Mentors, and the Alliance of Y's. Training was certified by the Oregon Registry for certified providers. Participants who completed the training received 6 continuing education credits from the Oregon Registry.

The trainings provided participants with hands-on experiences to learn about quality school age programming, positive youth development, experiential learning, personality types, how to run an effective, efficient program for youth, as well as, leadership, cooperation and communication skills. Topics were presented with interactive learning methods and kept in mind the goal of providing safe, healthy, fun, and enriching after-school environments for youth, staff and parents. These trainings brought resources and people together in the world of after-school in Oregon. The remaining funds are in the process of being spent on additional curriculum needs for participants and providers. OregonASK has partnered with Oregon Mentors to fund six Americorps volunteers to continue to provide support and resources to the geographical locations already touched through the MetLife/4-H National Council trainings. Oregon 4-H will continue to work with OregonASK and other partners to provide quality after-school programming for all of Oregon's youth.

## UTAH

In response to after-school program training Utah recognized that many staff would like to attend but could not be away from their after-school sites Monday through Friday and extended the statewide training to Friday and Saturday. Saturday sessions were incredibly well received and Utah continues to offer two day training in 2008. They offered nationally recognized presenters as well as Utah program providers as presenters. In response to evaluations sessions were offered targeting program administrators in addition to staff sessions, which encouraged teams to travel together and receive the needed training and networking applicable to each.

More than 13 Extension staff provided consulting and training sessions which provided a visible link to Extension as a resource for after-school programming. Utah Extension publicized USU Extension 4-H in correspondence & promotional items. Training coordination will continue with a regional training planned for January 2008, once again involving Extension presenters.

## WASHINGTON

As a result of strong and diverse partnerships, Washington State University 4-H delivered training to 533 after-school providers at seventeen different staff development events. More than twelve thousand children and youth will benefit from the increased skills that their care providers have attained as a result of the trainings hosted by Washington State University 4-H. Twenty-nine trainers, including teen teachers, shared their expertise to provide staff development to both program managers and front line staff in the after-school community. Consistent with the 4-H model, the training experiences were experiential, and hands-on opportunities to increase knowledge and skills in a broad range of topics. The Washington State Training and Registry System (STARS) identifies the core competency areas that child care and school age providers must meet to ensure quality care for all children. To meet the needs of a rapidly growing Hispanic population in Washington State, many of the training sessions were also offered in Spanish.

The **STARS** Core Competency Areas include:

- **Administration:** Be able to effectively and efficiently operate a program that assures quality services to children and their families.
- **Child Growth, Development & Learning:** Understand the nature of growth and development and the adult's role in supporting a child's development and learning.

- **Child Guidance:** Use organizational and guidance strategies that foster responsibility, autonomy, self-reliance and positive social interactions; respond to children with respect, acceptance, comfort, and acknowledging their individual diversity.
- **Communication:** Communicate effectively with children, parents, other caregivers, and colleagues.
- **Cultural & Individual Diversity:** Understand families as the primary context for children's learning and development, respect diversity in family structures and values, and develop skills in interacting with parents in ways that enhance children's educational success.
- **Curriculum Development:** Understand that learning experiences are designed to meet the needs of all children, promote creativity, develop awareness of cultural backgrounds and diverse needs, and stimulate learning in all developmental areas.
- **Environmental Design:** Be able to plan and create an atmosphere, using physical and human elements, that fosters children's involvement and development and promotes children's self-esteem, social interaction and joy of learning.
- **Family Systems:** Maintain an open, friendly and cooperative relationship with each child's family, encouraging family involvement and supporting the child's relationship with his or her family.
- **Health, Safety and Nutrition:** Promote good health and nutrition and provide a safe environment for children.
- **Observation and Assessment:** Develop skills in observation, assessment, documentation and methods of reporting to family members.
- **Professionalism:** Make decisions based on knowledge of theories and best practice, advocate for quality in programs and schools, and improve one's competence, both for personal and professional growth.


## WEST VIRGINIA

West Virginia University Extension Service provided training to 521 after-school providers. Extension Agents and one local after-school provider served as hosts in establishing a training site and recruiting participants to attend. Each site also recruited other youth serving agencies and organizations to display exhibits during the training programs. The West Virginia Statewide After-School Director along with the 21<sup>st</sup> CCLC state director was critical in the recruitment process. A major portion of the participants worked with 21<sup>st</sup> CCLC programs. Agents and providers served as instructors for various sessions.

In addition to the day-long training format, the *Tools of the Trade* materials were used as a basis for state summer residential camp staff. The annual training of Extension Camping Instructors and staff for the three state 4-H camps annually provided an additional opportunity to utilize the materials. Extension Agents served as facilitators of the training modules. In addition to the MetLife Certificate provided, participants received STARS Career Track Credit.

## WISCONSIN

The Wisconsin Afterschool Network (WAN), co-lead by 4-H, recruited 76 experienced staff to train 478 people at six regional WAN workshops, a Wisconsin AfterSchool Association Conference, three WAN gatherings, three Wisline Web sessions and a Desire2Learn online course. These Trainers worked with 4-H agents at 11 counties who trained an additional 430 after-school providers and partners. Training events ranged from a two month online course to a two hour Wisline Web session.



A total of 26 different training events were held to train 908 after-school providers and their partners. Although data was not collected at state training events, it is estimated that 11 county 4-H programs are reaching 4,690 youth. This shows that when WAN organizes their training consortium they can indeed reach a significant number of after-school providers and their partners. This MetLife Grant demonstrated how Extension can be a catalyst to bring after-school partners to the table to work collaboratively on training after-school staff. The next challenge will be to get WAN partners to agree on core competencies then create a sustainable training system.