

Iowa 4-H Afterschool In-Service: Wednesday, Nov. 29, 2006
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I. Who is staff development for? Who is the “anybody” delivering programs to youth?
Remember that “after school” means any “out of school” time

A. Chain Link – write down the “anybody” in your area that delivers programs to youth on the links, connect your links with staples or tape

Staff Development Possibilities

ISU Extension staff	Youth and Shelter Services (YSS)	Arboretum
ISU Extension volunteers	Domestic Violence Shelters	Food Bank
Public and private schools	Homeless Shelters	Community colleges
Care providers	Before school at school	Rock Island Arsenal
Scouts & Brownies	County naturalists	Summer school
Libraries	Youth centers	Daycares
Churches	PACES	Bible school
Big Brothers & Sisters	Faith-based programs	Matura
YW & YMCA	Existing after school programs	Blank Park Zoo
City Park and Rec Programs	Neighborhood groups	County Sheriff’s Dept
Conservation offices	Local clubs – drumline, cheerleader	Local Fire Dept
ISU Clubs	Community adult volunteers	Clover Kid volunteers
Kids Come First	Recreation centers	Summer rec staff
Home school coordinators	Headstart	PAT
FFA/FHA	QUE PASA	GAP
Drama/speech clubs	Empowerment board	Multi-cultural centers
Leisure services	Family centers	Public Health
Hospitals	Wellness centers	Senior centers
Youth groups	Teen centers	Sports – coaches
Critter clubs	BAS programs	Neighborhood centers
CCRR	Bible camps	Town programs
Drug abuse coalition	Farm Bureau Ag-in-the-classroom	Athletic Clubs
Adults w/special talents	Youth athletic associations	Camps
Coaches-Park & Rec, school	ISUE Master Gardeners	Businesses and
organizations that provide educational tours or programs for youth		

B. What are some outcomes of this activity? What can this chain link tell you?

TTYTP – Talk to your partner TTYG – Talk to your group Share with all

1. A staff development resource list on the 4-H Afterschool website
2. It gives us ideas to link or connect with other groups to reach the 4-H vision, mission, values, four basic developmental needs, essential elements, etc. (Elementary Curriculum EC, 4H-905BK, pages 20 – 21)
3. By linking with these groups, the number of youth that you reach will grow, new clubs may start and existing clubs may grow

4. Look at the color of the chain links – green for 4-H, red and gold for ISU. It's a marketing opportunity to show what ISU Extension 4-H Youth Development is all about and accomplishes the ISUE Mission statement (EC, 4H-905BK, page12)
5. It enhances your credibility and accountability in your area – may help in referendums and revenue generation and costs of your program
6. It's an example of Experiential Education – do-making the chain, reflect-making these connection, apply-taking this information and doing it to fit into your county (EC, 4H-905BK, page 16)
7. It's an example of practicing important life skills such as written and verbal communication, citizenship, leadership, problem solving, critical thinking (EC, 4H-905BK, pages 14 and 15)
8. We are in this together – you have local, state, national help via websites, phone calls, e-mails, excellent curricula at your fingertips
9. There are kids in your communities that need a caring adult and you know how to make that happen. You are in charge of creating those chain links
10. Your chain is only as strong as it's links – who's responsibility is that?
11. Delivering staff development and reaching more youth with ISUE curricula could help in recruitment to ISU...if we keep reminding them of who we are
12. Our educational resources, youth development expertise, training and trainers are the topnotch products we sell – “Do what you love to do/good at doing and the money will follow.”

- II. How do we connect and energize these groups to do staff development?
- A. Why should they be interested in our services/product? It's a consumers world...they want a product. Also...do what you love to do and the money will follow
1. Apple Earth – connect where they are at...everybody eats...do it
 2. Who are we? Specialists in youth development armed with excellent resources
 3. We know how to work with the most challenging of populations – youth
 4. We know how to work with the second most challenging of populations – adults – volunteers, staff, ISUE, etc.
 5. See statement in CLL brochure
 6. Other
- B. Find the decision maker or influencer and get them on the bus -- do a one-on-one sales pitch complete with demonstrations, show and tell, bottom line costs, leave behinds, and an offer to come in and do one of the lessons for the group. (Write on back of report card)
1. Identify the best contact
 2. Set up a meeting time

3. Ask them about what their needs are for their youth program
4. Proceed with how you will help them meet their needs
5. Use show and tell, demonstrations, various modes of communication, offer to do a lesson for the group
6. Remember to put the costs in with the show and tell or they will just be distracted thinking about that
7. Be an active listener
8. Be flexible
9. Be persistent ... don't let time lag before you follow-up

B. Report Card

1. Why is it important for us to link with No Child Left Behind guidelines and all our models, etc.? Credibility, accountability, confidence, responsibility
2. Work with a partner and grade the 4-H afterschool curricula –
What really obvious educational strategy is missing? add FUN to one of the blank spaces
3. How did the grading go? What does that activity tell you...any aha's?
How can you use the report card?

III. Questions – Evaluations