



MICHIGAN 4-H SCHOOL PROGRAMMING

Maximizing the delivery modes
of the 4-H program

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RESOURCE INFORMATION

*Adapted in part from IFAS
Extension 4-H School Enrichment:
A Guide for 4-H Faculty and
Staff*

[https://edis.ifas.ufl.edu/pdf/files/
4H/4H32400.pdf](https://edis.ifas.ufl.edu/pdf/files/4H/4H32400.pdf)



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WHAT DOES MICHIGAN 4-H PROGRAMMING LOOK LIKE WITH SCHOOLS?

A SEQUENCE OF LEARNING EXPERIENCES, IN COOPERATION WITH SCHOOL OFFICIALS, DURING OR AFTER SCHOOL HOURS TO SUPPORT THE SCHOOL CURRICULUM

PROVIDES RESEARCH-BASED CURRICULA AND EXPERIENTIAL LEARNING TEACHING METHODS IN A SCHOOL SETTING

DIRECT TEACHING CAN BE DONE BY VOLUNTEERS, TEACHERS OR MSU EXTENSION STAFF (4-H PROGRAM COORDINATORS OR EDUCATORS)

4-H PROGRAM DELIVERY MODES

School Enrichment

- In school programming led by 4-H staff, volunteers or school staff

After School Programs

- 4-H programs/clubs happening on school grounds utilizing curriculum and resources. Can happen in partnership with local partners such as 21st Century Community Learning Center, Boys and Girls Club, etc.

In-School Clubs

- Clubs meeting during the school day (typically students are individually enrolled) with a business meeting, programming and recreation similar to clubs that meet during out of school time. Can be led by teacher/school staff or parent.

BENEFITS TO SCHOOLS

Provides research-based
curricula

Uses materials that are age
appropriate

Delivered through the
Experiential Learning Model
(connecting to standards:
NGSS, CCSS and C3)

Helps students develop life
skills

“Connecting in school learning
with real world experience”

Increases the capacity of the
school by offering students a
way to increase their learning
during out of school time,
through 4-H clubs, camps,
events & workshops

BENEFITS TO THE 4-H PROGRAM

Increases the capacity of Extension to reach large numbers of youth in the community, makes 4-H available to ALL (a diverse group of) youth, increasing awareness/public image of 4-H and the support base

To promote and encourage youth to participate in 4-H clubs and get them involved in long-term in-depth 4-H programming which has a greater impact with young people

GET TO KNOW YOUR SCHOOL DISTRICTS

- Research schools (public, private & charter) in your county and determine where schools are located
- Review the district maps on the Michigan.gov site
https://www.michigan.gov/som/0,4669,7-192-78943_78944---,00.html
- Look at the assessment test scores to determine school district strengths and what their needs are
- Finding out how many students are in the district, each school and by grade level is helpful
- Consider number of youth eligible for free & and reduced lunch in your school districts, visit SNAP Ed Map Viewer
https://snaped.engagementnetwork.org/maps/?action=link_map&ids=20709&vm=20709,r2,r8,r3&vl=&dt=&bbox=-10298581.631550986,5083774.63009082,-8691569.548883867,5976559.120461442&opacity={%220709%22:0.7,%22r2%22:1,%22r8%22:0.9,%22r3%22:0.8}
- Determine if any of your 4-H volunteers or parents are teachers in the district, they can be strong advocates

UNDERSTAND MICHIGAN EDUCATION STANDARDS

- Connect the programs you are offering meet Michigan Education Standards, teachers have to know how the school enrichment programs will fit into the vast number of standards they need to cover. Visit https://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html
- CYI Work teams have done much of this work already for MI 4-H curriculum
- Link how the materials fit into the classroom curriculum



GAINING ACCEPTANCE IN THE SCHOOLS



- Share with teachers that you are not asking them to add something extra to busy schedules
- Have 4-H leaders/members help with presentation if possible
- Gain support of one key teacher
- Visit with interested teacher individually
- Share a copy of the curriculum for the teacher to review and share with colleagues
- Look for teacher trainings where you can have a table to promote school enrichment programs



Arrive early, not at the program start time (to set up and prepare).



Wear professional attire as the project allows (logo wear & name tag).



Follow school protocol for signing in at the school office.



Ensure that you have all the supplies needed.



Be conscientious with communication with school staff (emails/calls about plans and following up after the program).



Have a back up plan, how will snow days be handled? Be conscientious about conflicts like assemblies, homecoming, etc., schedule around these events.

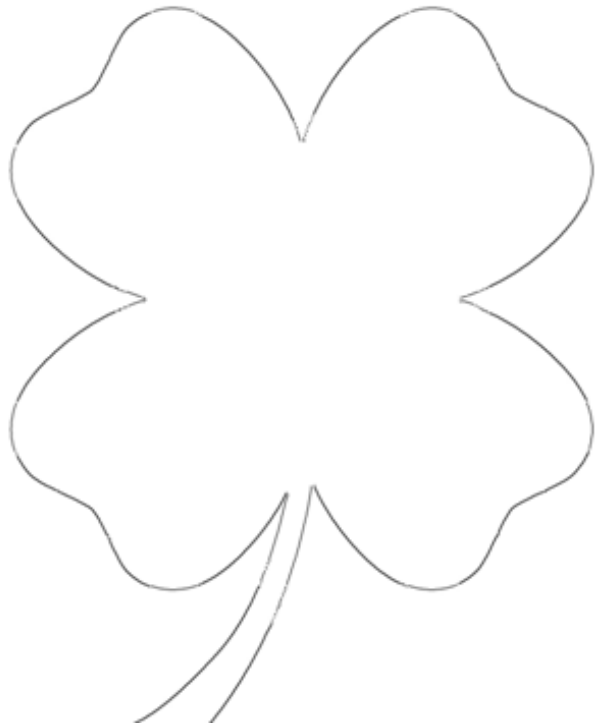








Communicate with the teachers if you would like them to attend the program to assist with classroom behavior management.



Treat teachers and aides as you would your colleagues.

PROFESSIONALISM WHEN WORKING IN SCHOOLS



4-H PROGRAM RECOGNITION

- Ask school to include school enrichment information in newsletters or updates sent to families (electronic or hard copy)
- If possible help students understand they are involved in the 4-H program by making a clover name tag &/or learning the 4-H pledge (with school permission)
- Plan a time to provide a “4-H commercial” before, during or at the close of the school enrichment to promote other aspects of the 4-H program

JOURNAL OF EXTENSION NATIONAL 4-H SCHOOL ENRICHMENT SURVEY

School enrichment has become the predominant 4-H delivery mode, with 3.7 million youth reached annually. The study reported here examined how it and other modes are used and viewed by Extension staff. Long-term programs such as 4-H clubs have proven effective in helping youth develop life skills, but Extension staff devote efforts to school enrichment because of its efficiency in reaching diverse youth in large numbers and because it has helped develop credibility with community officials and formal education. **Extension must carefully consider the purpose and consequences of diverting resources to short-term programs. This may require choosing between "numbers" and "impact" or achieving a balance of the two.**

<https://www.joe.org/joe/2001october/rb6.php>



THANK YOU

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