Experiential Learning   Environment

Student's transfer applications of skills, abilities, or knowledge gained to another situation	Adapts and applies, independently, skills, abilities, theories, or knowledge gained in one situation to new situations **to solve difficult problems or explore complex issues in original ways.**	Adapts and applies skills, abilities, theories, or knowledge gained in one situation to new situations **to solve problems or explore issues.**	Uses skills, abilities, theories, or knowledge gained in one situation in a new situation **to contribute to understanding of problems or issues.**	Uses, in a basic way, skills, abilities, theories, or knowledge gained in one situation **in a new situation.**
Leader's ability to foster an experiential learning environment	Leaders perform 3-4 reflection questions at the end of each lesson to use student's critical thinking skills in small group discussion and speak with one another about observation to the reaction of the experience. 90% to 100% of enrolled students at the site complete their portfolios as a reflection activity by May.	Leaders perform 2-3 reflection questions at the end of each lesson to use student's critical thinking skills through individual responses in a large group format. 60% to 80% of enrolled students at the site complete their portfolios by May.	Leaders will perform 1 reflection question at the end of each lesson to use student's critical thinking skills. Instructor allows for minimal sharing opportunities in small or large groups. Less than 50% enrolled students at the site complete their portfolios by May.	Leaders do not use reflection questions or any discussion at the end of each lesson to use student's critical thinking skills. Less than 30% of enrolled students at the site complete their portfolios by May.

Administrative Standards

Site Leadership's Level of Engagement and Involvement in trainings and program events.	School personnel or volunteer leadership will participate in all of the following trainings and program events: - Youth Protection Training for a safe environment. -Annual Curriculum Training. -Annual Volunteer Training for site charter. -Graduation/Science Fair -UW-College Visit Personnel are fully engaged in program events in **all** of the following ways by organizing the site's involvement, ask questions and offer solutions to facilitators and networks with colleagues from other organizations.	School personnel or volunteer leadership will participate in 3-4 of the trainings and program events identified in the first section. Personnel are contributing to program events in **some** ways by organizing the site's involvement, speaking with facilitators about concerns in trainings, and networking other educational professionals from other sites.	School personnel or volunteer leadership will participate in 1-2 of the trainings and program events identified in the first section. Personnel are contributing minimally to program event by organizing the site's involvement, speaking with facilitators about concerns in trainings , **OR** networking other educational professionals from other sites.	School personnel or volunteer leadership do not participate in the major trainings and program events. Personnel are **not engaged** in program events by low youth attendance, not participating as a trainee in workshops, or do not interact with other educational professionals.

Ability and Promptness to administrate site enrollment.	School personnel and volunteer leaderships' program paperwork (including enrollment paperwork, fees, Memorandums of Understanding with calendar, and permission slips) are returned to the 4-H office **prior to due dates and complete**. **AND** 10% of forms need to be returned to the site.	School personnel and volunteer leaderships' program paperwork are returned to the 4-H office in a **timely manner** by the deadline and **somewhat** complete. **AND** **30% of forms** need to be returned to the site for completion.	School personnel and volunteer leadership's program paperwork are returned to the 4-H office **1 to 7 days after the due date**. **AND** **Less than 30% of forms** need to be returned to the site for completion as forms are missing key information such as emergency contacts or signatures.	School personnel and volunteer leadership's program paperwork are returned to the 4-H office **8 or more days after the due date**. **50% or more of the forms** need to be returned to the site for completion emergency contacts or signatures.
Communication between the site and the office	Site leadership will respond to emails and phone calls from 4-H youth development staff in **approximately 2 to 3 work days**. **AND** Ideal communication will include discussion on **all on the following topics**: -Site's needs and requests for support. - Questions about instruction content. -Informing the office of changes in site leadership or calendar.	Site leadership will respond to emails and phone from 4-H youth development staff in **approximately 4 to 5 work days**. **AND** Ideal communication will include discussion on **some of the following topics**: -Site's needs and requests for support. - Questions about instruction content. -Informing the office of changes in site leadership or calendar.	Site leadership will respond to emails and phone from 4-H youth development staff in **approximately 6 to 7 work days**. **AND** Ideal communication will include discussion on **a couple of the following topics**: -Site's needs and requests for support. - Questions about instruction content. -Informing the office of changes in site leadership or calendar.	Site leadership will respond to emails and phone from 4-H youth development staff in **approximately 8 or more work days**. Ideal communication will include discussion on **none of the following topics**: -Site's needs and requests for support. - Questions about instruction content. -Informing the office of changes in site leadership or calendar.
Site Support for the Community Partnership	The cooperating organization will **provide all of the following methods of support** to the 4-H youth group: - $100 toward supplies. -Use of building space and access to computer labs. -Actively recruit the site's volunteer leadership from the staff or community -Acknowledge the partnership publicly on promotional materials. -Provide some scholarship funds to offset the cost of the youth registration fee.	The cooperating organization will **provide 4 to 3 methods of support** to the 4-H youth group: - $100 toward supplies. -Use of building space and access to computer labs. -Actively recruit the site's volunteer leadership from the staff or community -Acknowledge the partnership publicly on promotional materials. -Provide some scholarship funds to offset the cost of the registration fee	The cooperating organization will **provide 2 methods of support** to the 4-H youth group: - $100 toward supplies. -Use of building space and access to computer labs. -Actively recruit the site's volunteer leadership from the staff or community -Acknowledge the partnership publicly on promotional materials. -Provide some scholarship funds to offset the cost of the registration fee	The cooperating organization will **provide 1 method of support** to the 4-H youth group: - $100 toward supplies. -Use of building space and access to computer labs. -Actively recruit the site's volunteer leadership from the staff or community -Acknowledge the partnership publicly on promotional materials. -Provide some scholarship funds to offset the registration fee

Use of Engineering and Science Experiential Learning Models to enhance student learning.	The Leaders **clearly understand and employ all aspects** of the engineering design process (including identifying a problem, conduct research, evaluate and select a solution, develop a model, evaluate design, and redesign the model) and scientific method (including observation, form a hypothesis, design and perform an experiment, analyze data, and accept or reject the hypothesis.) **AND** These steps are present in the instruction of **8 or more lessons**.	The Leaders demonstrate a **strong understanding of either** engineering design process (including identifying a problem, conduct research, evaluate and select a solution, develop a model, evaluate design, and redesign the model) **OR** scientific method (including observation, form a hypothesis, design and perform an experiment, analyze data, and accept or reject the hypothesis.) **AND** These steps are present in the instruction **of 6 or more lessons.**	The leaders **demonstrate a vague knowledge** of how to apply the engineering design process (including identifying a problem, conduct research, evaluate and select a solution, develop a model, evaluate design, and redesign the model) **OR** scientific method (including observation, form a hypothesis, design and perform an experiment, analyze data, and accept or reject the hypothesis.) **AND** These steps are present in the instruction of **4 or less than 4 lessons.**	The leader demonstrates **little understanding to no** of how to apply the engineering design process (including identifying a problem, conduct research, evaluate and select a solution, develop a model, evaluate design, and redesign the model) **OR** scientific method (including observation, form a hypothesis, design and perform an experiment, analyze data, and accept or reject the hypothesis.) to 2 or less STEM lessons. **OR** These steps are present in the instruction of **2 or less than 2 lessons.**
	These experiential learning models **are present in almost** all students' organization of the science/engineering demonstrations presented at the fair.	These experiential models are present in a **majority** of student's science/engineering demonstrations presented at the fair.	These experiential models are present in a **few** students' demonstrations presented at the fair.	These experiential models **are not present** in student's demonstrations presented at the science fair.
Multidisciplinary Approach to Instruction	Leaders will take a multi-disciplinary approach to STEM education by introducing **the use of both math and technology** as youth conduct both science experiments and engineering designs. **AND** As well as, leaders **providing 2 outside experiences** (field trips, competitions, guest speakers) related to STEM education for the youth to practice their use of math and technology.	Leaders will take a multi-disciplinary approach to STEM education by introducing the use of **either** math or technology as youth conduct both science experiments and engineering designs. **AND** As well as, leaders **providing 1 outside experiences** (field trips, competitions, guest speakers) related to STEM education for the youth to practice their use of math and technology.	Leaders will take a multi-disciplinary approach to STEM education by introducing the use of **either** math or technology as youth conduct science experiments or engineering designs. **OR** Leaders **provide 1 outside experience** (field trips, competitions, etc.) related to STEM education for the youth to practice their use of math and technology.	Leaders **do not** infuse math or technology as youth develop science experiments and engineering design. **AND** As well as, leaders **providing no outside experiences** (field trips, competitions, etc.) related to STEM education for the youth to practice their use of math and technology.

Name of 4-H Unit: _____   Date: _____

Name of Site Leaders: _____   School: _____

Reviewer: _____   Total Score: _____

 In order to ensure program quality and measure performance, Milwaukee County UW-Extension and the partnering school will walk through the expectations for program implementation as captured in this document at the beginning of the school year. At the conclusion of the year, site leadership and UW-Extension staff will review the performance of the site to identify areas of need or strength. Support will then be implemented according by both institutions.

Notes from Reviewers: