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4-H After-School Program: Bloco Drum and Dance!

Part 9: Planning: Steps to Success

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Curriculum Overview

This is part 9 of an 11-part series on planning, developing, and coordinating a 4-H drum and dance after-school program. The series is based on the successes of the Sonoma County 4-H Drum and Dance Program, an experiential (hands-on, learn-by-doing) education effort sponsored by Sonoma County 4-H in partnership with the Windsor School District. The program capitalizes on the positive group experiences of Brazilian Bloco drumming and dance to help youth build self-esteem, embrace personal discipline, develop commitment to their community, and build musical skills. Besides attending regular practices and 4-H meetings, the Sonoma County group performs in local and regional parades and cultural festivals.

The overall positive experience and sense of belonging also have important side-benefits for participating youth, helping to improve their academic performance, reduce teen pregnancy and high school drop-out rates in the group, and discourage gang participation. The program is open to all youth: both boys and girls of all ethnic backgrounds, economic status, and abilities participate.

Each publication in the series covers an important component of the program, with useful tips and tools for making it work for youth in your area. At the end of many of the publications are ready-to-use handouts, forms, and flyers that you can customize for your local use.

Publications in the Curriculum:

Part 1. Introduction to 4-H Youth Bloco Drum and Dance (8427)
Part 2. Developmental Characteristics of Participating Youth: Age-Based Programs (8428)
Part 3. Fundraising for Your Program (8429)
Part 4. Developing Positive Relationships (8430)
Part 5. Planning Activities and Performances (8431)
Part 6. Planning a Successful Field Trip (8432)
Part 7. Effective Strategies for Management and Staffing (8433)
Part 8. Developing a Schedule for Group Activities (8434)
Part 9. Planning: Steps to Success (8435)
Part 10. Making Good Nutrition and Exercise Part of the Program (8436)
Part 11. Developing and Implementing an Evaluation Plan (8437)

Visit http://www.windsorbloco.org for a recruitment video and PowerPoint presentation to help promote and start a program of your own.

Planning the Program

Two key elements that form the backbone for to a successful 4-H Bloco Drum and Dance program are a strong staff and a clearly defined program structure. Without those two elements, the 4-H Bloco after-school program will collapse, unable to support all the other facets that attract youth and make them want to return, week after week. A strong staff structure requires careful hiring and evaluations and ongoing staff development. In this publication we will focus on planning the program's structure and recruiting participants.

In designing the Drum and Dance after-school program, there are some specific areas where decisions must be made. The following questions will help you focus your ideas so you can write out a strong program design:

- What are the program goals?
- What ages of teens will participate?
- What hours and days will the program operate?
- Where will the 4-H Bloco Drum and Dance program classes be held (at what site)?
- How much space will the program require for classes?
- What healthy snacks will be served at classes? How will the snack foods be funded?
- Will the program include monthly food demonstrations?
- What outside experiences will be included to enhance the program? Will the class participate in San Francisco Carnaval?
- Will transportation to 4-H Bloco Drum and Dance activities be needed?
- How many staff will you have to hire? What types of instructors are needed?
- How many volunteer adults will the program require to help with class instruction, discipline, and snack preparation, and provide the adult supervision needed to meet the insurance requirements?
- How much will the program cost? Will you be charging for it on a fee-for-service basis? If so, how much will the fee be? Will grant funding need to be part of the plan? Will scholarships be available for low-income students? Where will the money come from to pay for the instructors, facilities, music equipment, and other expenses? Is fundraising needed?
- Discuss 4-H enrollment and liability coverage. If you are not using 4-H insurance, what agency will provide medical and liability coverage?
- How will you sustain the program, both financially and educationally? The program staff, parents, and Advisory Committee must think strategically and must find a way to bring a steady stream of income to support the program. Current economic trends and continuing growth in the number of nonprofit organization mean that there is more competition than ever for donor dollars. Nonprofit organizations have to find new ways to generate money, such as fees for services, fundraising, and courting donors and sponsors. (Fundraising for Your Program, Publication 8429, will help you devise a fundraising strategy for your program.)

- Who will the program's contact be to work with school administration?
- What type of musical selections will the program use, and what equipment will be needed to teach to those selections?

- Who on the program staff will be involved in the program in each of the following methodologies, and how will they be trained?
- Experiential learning model of instruction
- Life skill model of learning
- Inquiry method of instruction

As part of answering these program questions, it is wise to develop a planning model. In this stage of planning it is important to include a flow chart of how the program and its budget operate. See the Appendix for a planning model that has been designed for the 4-H Bloco Drum and Dance Program, showing the various components of the program and how they interact (see Appendix for a sample program structure chart).

Creating a Budget

Not counting the cost of practice space, typical costs for an after-school program usually range from $10 to $32 a day (Grossman 2001). That means a program operating two to three days a week and serving the average number of youth per day (63) can expect to spend anywhere from $30,000 to $50,000 per school year. Depending on the generosity of the local community, the Advisory Committee's skill at securing funds, your ability to charge fees for service, fundraising, and performance fees, the 4-H Bloco Drum and Dance Program can find various ways to supplement its start-up funding. Program fees should cover at least 50 percent of the program, with the remaining 50 percent being covered by in-kind and monetary donations or grants. Fundraising and application for grants should also be encouraged in order to build additional funding. Most programs are funded using some

or all of these funding sources. For those students who cannot afford to pay the participant fee, you can develop a scholarship program (see Publication 8429, Fundraising for Your Program, for fundraising ideas).

When estimating reasonable program costs, it is important to note that some costs are sensitive to the number of youth served while others—such as site staff, custodians, and transportation—are fixed costs. Another consideration is the cost of facility use. Administrative overhead and baseline staffing remain roughly the same whether 50 youth or 150 attend per day. Serving fewer youth usually means higher per-person costs. Programs that serve more than the minimum number of youth, on the other hand, often thrive.

In the planning process, program planners must consider additional support costs such as the purchase of equipment (drums, knee pads, straps) for each drumming student and recorded music for the dance participants (refer to Appendix for basic equipment needs). Snacks and transportation are important segments of the program. Make sure to include these figures in your budget.

After you have developed a plan and decided on the cost for developing a 4-H Bloco Drum and Dance Program, the next step is to develop a working budget. The budget should include staff salaries, facilities, supplies, equipment, and

all operating costs (see Appendix for a sample budget). In fact, it is helpful to create two budgets: one for start-up and one for operation of the program once it has passed the six-month mark.

Start-Up Funds

Before beginning the 4-H Bloco Drum and Dance Program, your group will have to secure start-up funds. When you first establish the program, start work at least six months in advance of the starting date for classes of the group will be able to have all parts of the program ready in time. The start-up budget should cover at least the first six months and should include one-time costs such as building rental (if needed), equipment purchases, advertising, and extra staff time for recruitment, setup, and administration (use the start-up budget worksheet in the Appendix to help plan for these expenses).

Curriculum Planning

Curriculum development is based on a combined delivery approach. As mentioned in other publications in this curriculum, program staff members receive training in the experiential learning model, the life skills model, and the inquiry method. Each instructor is then allowed to determine which will be the best method of teaching for his or her group of teens. Our observations in the Sonoma County program indicated that the experiential learning model is generally the most successful approach. Through this model the teens, with guidance from the staff, are able to embrace the 4-H Bloco Drum and Dance program fully, and through this participation they are able to develop important life skills as an added bonus. In contrast, the inquiry method of instruction has not proven very successful until later years in the program. While the experiential model does incorporate group discussions, it took several years of practicing that delivery method before the teens came to understand and appreciate the value of group discussions. It should be noted that it generally takes longer to achieve success using the inquiry method than using the other instructional methods mentioned here.

Delivery of a well-balanced, developmentally appropriate program that leads to cultural appreciation, healthier food choices, increased exercise, and greater community involvement is the main goal when you developing your own 4-H Bloco Drum and Dance Curriculum. Curriculum planning is defined in this case as designing experiences and activities that will promote teens' development and achieve specific goals. This is not something that just happens: it takes time and commitment. You need to select specific drum and dance activities that will help you achieve the program goals, and then assess the results to make sure those goals have been achieved. Unless the philosophy of curriculum planning is clearly presented to and understood by staff, teens, and parents, there is a risk that the program might end up being little more than a collection of unrelated activities that simply fill time.

It can be extremely challenging for an instructor to teach a class of students that

includes significant age and developmental differences. For this reason, drum and dance instructors need to be familiar with the developmental characteristics of youth, as outlined in Developmental Characteristics of Participating Youth: Age-Based Programs (Publication 8428). Creating a curriculum and managing class dance and drum activities become much more complicated when teen social interactions, differences in age, and differences in understanding of music in a class run the spectrum from inexperience to substantial experience.

A well-organized plan for each individual class session is a must if you want to run a successful program. Instructors should arrive at the class prepared to lead youth through various activities that will allow them to build on project skills they have already begun developing and give them opportunities to advance their skills or try new things.

The Advisory Committee and Program Coordinator share the job of establishing short- and long-term goals for developing a monthly curriculum. Based on the program goals, they need to develop a day-by-day schedule in which to place specific activities (refer to publication 8434, Developing a Schedule for Group Activities). They also have responsibility to research and obtain instructors in the local community who have expertise in Latin and Cuban drum and dance and can work with the Advisory Committee to build the curriculum, decide what type of music and dance should be taught, who has the required performance and instructional skills, and how many days a week the classes should be held. A schedule of practice times and places should be established before the actual program begins. Practice sessions should be from 1½ to 2 hours long. When establishing these classes take the following into consideration:

- A good drum and dance program is organized and predictable. Teens can have more control of their free time if they know the what, when, where and why of program requirements. Have participating teens make a commitment to the program just as they would to any other organized group activity, such as sports or church.
- Offer appropriate drum and dance activities. The activities your program offers must be suitable for teen groups. Consider this when hiring your instructors. A teacher familiar with working with little children may not be successful with older youth, as they have different developmental needs.
- Provide an opportunity for teens to give input and feedback. Teens generally want increased independence and prefer to make their own decisions. By involving teens in the planning process, you will help make the program more viable for them (refer to handouts on teen planning in the Appendix).
- Provide enough equipment and supplies. In an under-equipped program, enrolled teens can end up having to wait a long time before they are able to participate.

- Plan activities carefully. One of the major causes of participant inattention, wandering, and fighting over equipment is a lack of adequate planning on the teachers' and administrators' part. All materials and musical instruments needed for each participating teen should be in place before the project begins.
- Allow enough time for each lesson. Because of the program's unique focus, staff and volunteers should be knowledgeable in Latin Music and techniques.

Recruiting Participants

If you want to run an effective program, it is important that you communicate well with the parents of potential participants. Parents often play an important role in getting their children into after-school programs, even for teenaged children. Standard ways to reach parents include advertisements and announcements in newspapers and school newsletters, posting notices at nearby churches and community centers, sending fliers home from school with teens, and hosting kickoff events, such as performances at key community events that attract both adults and teens. Radio and television are also good ways to get the word out. Seasonal shifts in school programming, changes in youth interests, and annual grade promotions mean that a program like this will have to continually seek to re-engage previous participants and attract new ones. Recruitment for 4-H Drum and Dance is usually at its peak in the fall, but there are still likely to be a smattering of slots during the school year.

Advertising the Program

Make sure to include the following information in any recruitment materials. See the Appendix for tips on writing a successful news article:

- Explanation of the goals of the 4-H Bloco Drum and Dance after-school program, and how youth benefit from participating.
- How many teens can participate.
- Where the program will be held (for example, a local school or community center).
- Practice days and times and how long practices are.
- Fee and scholarship information.
- Fundraising activities planned.
- Roles for parent volunteers.
- Information about a parent/teen orientation session.
- How to acquire a Parent Packet (see Appendix for a sample Parent Packet).

What Makes a Good Drum and Dance Program?

There are four main points to consider when planning a successful drum and dance program:

Adequate Preparation

Do all of your instructors have a plan for their classes? Do they have music, equipment, and dance and drum lessons ready so the teens can begin their class on time? Is everyone's enrollment and paperwork complete? Do they have snacks ready and available for the teens? Do the teens understand what is expected of them in the class?

Agreement on Follow–up Action

Do the instructors and teens need to follow up on any actions in preparation for the next class? For example, do students need to practice their material between classes?

Effective Leadership

One of the most important planning tips is to make sure that the instructor is the right person for the job. Find an instructor who is able to lead and encourage teens and keep them excited about and committed to the program.

Staying on Track

A class can become ineffective if the instructors do not stay task-oriented. Though you do want to encourage fun and social interaction, it is also important to keep the teens focused on their primary goal: learning and enjoying the music and dance.

Loco Bloco at Carnaval (optional)

If your group would like to participate with San Francisco Loco Bloco in the Carnaval parade, you have to take the following steps:

- Access the Loco Bloco website at www.locobloco.com.
- Coordinate dates for your drum and dance group to practice in San Francisco with the Loco Bloco group there.
- Arrange carpooling.
- Secure chaperones.
- Secure parental permission slips for all participants. This is very important.
- Arrange for parents and guardians to receive informational flyers that include the information listed above as well as costs for participation in the parade.
- Arrange for dinner for the participants (practices are on Friday evenings and Sunday afternoons).
- Arrange for the development of performer costumes that match the designs from San Francisco Loco Bloco (Loco Bloco will give you the costume pattern for the parade, but you must arrange with people in your local community to make the costumes; alternatively, you may be able to pay San Francisco Loco Bloco to make the costumes for you).

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Inquiry and Experiential Learning

The activities in this curriculum were designed around inquiry and experiential learning. Inquiry is a learner-centered approach in which individuals are problem solvers investigating questions through active engagement, observing and manipulating objects and phenomena, and acquiring or discovering knowledge. Experiential learning (EL) is a foundational educational strategy used in 4-H. In it, the learner has an experience phase of engagement in an activity, a reflection phase in which observations and reactions are shared and discussed, and an application phase in which new knowledge and skills are applied to real-life settings. In 4-H, an EL model that uses a five-step learning cycle is most commonly used. These five steps—Experiencing, Sharing, Processing, Generalizing, and Application—are part of a recurring process that helps build learner understanding over time.

For more information on inquiry, EL, and the five-step learning cycle, please visit the University of California Science, Technology, and Environmental Literacy Workgroup's Experiential Learning Web site, http://www.experientiallearning.ucdavis.edu/.

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Appendix

Forms and informational booklets published by the California State 4-H Office are available free of charge at www.ca4h.org/Resources/Publications/. Look for the "Project Leader's Digest" for guidelines on setting up 4-H activities.

Many counties now offer or require online enrollment in 4-H programs. Contact your local UC Cooperative Extension County Office for information.

If your 4-H program is outside of California, please contact your state's 4-H office to obtain correct, current information.

The materials in this Appendix support planning a program for 4-H Bloco Drum and Dance. Be sure and allow up to six months from your projected start date to begin planning the program. Planning is a key issue if your program is to be a success and have a long-term effect for the youth who participate. Start-up monies for equipment and site locations are very important, as well as building communications between all collaborators.

Handouts

- Tips for Writing a News Article
- 4-H Bloco Program Structure Chart
- Activity Planning Sheet
- Youth Enrollment Form (download from www.ca4h.org/Join/Enrollment/)
- Sample Budget
- Start-up Drum Equipment

TIPS FOR WRITING A NEWS ARTICLE

News Story or Feature Story?

There are two types of news stories. A feature story typically covers a human interest subject and is more in-depth. A news story gets right to the point with news. Many people write news releases and send them to the local media, but a reporter usually does a feature story.

What Is News?

News is different things to different people. However, most reporters and editors will decide what makes the news in their media. Before a news release is written about 4-H Bloco Drum and Dance, try to consider the story from the reporter's perspective and make sure it is newsworthy. Pay attention to what the media would see as important and try to give them stories that fit their interests and needs. Focus on local media first. Local weekly newspapers and small local radio and cable television stations are more likely to cover the story than larger, daily regional newspapers or big-city radio and television stations.

Types of Releases

News releases can be written to promote an upcoming event or as a follow-up report to something that has already happened. Although many media people prefer the advance-notice stories, some events, such as winning an award at the Carnaval in San Francisco, can be reported after the event. Find out what type of news story they prefer. Either way, plan ahead and make sure to give enough advance notice whenever possible.

Develop a List of Local Media Contacts

Create an accurate list of local newspapers, TV channels, and radio stations that may be interested in your news. Check the phone book or the Web and take time to make contacts with the media that fit the program.

Prepare News Releases Using an "Inverted Pyramid" Style

According to the *Rutgers Cooperative Extension Service,* the inverted pyramid style means that you put the most important information first in the news release. News releases can be written to

- promote an upcoming event
- follow-up report on something that already happened

Most people in the media prefer stories in advance. Some activities, such as the receiving of an award, can only be reported after they take place. The best way to be successful is to find out which types of articles your local media prefer. Regardless of which option you choose for your story, plan ahead and make sure to give enough advance notice.

In following these tips, you help the editor or reporter decide quickly if the article is newsworthy. It also helps them decide whether they will read your 4-H Bloco Drum and Dance story or just skip over it. Tips to follow are:

- Make sure the date is on the article.
- The first paragraph should include all the necessary information, such as the “Who, What, Where, and When," and possibly "Why and How.”
- Paragraphs that follow may include additional details of why and how.
- Include local names and city of residence whenever possible.
- Some radio and TV stations will require that you follow a certain format rather than submit a standard news release.

Follow up personally with your news release

Make sure that a person or persons from the 4-H Drum and Dance Program deliver the story personally to the local media office.

Involve the Media Regularly

The best way to have the 4-H Drum and Dance Program get coverage is to involve the local media regularly in program activities.

Additional Tips for Working with Mass Media

- Return calls from media as soon as possible and call back if you need additional facts.
- Write constructive letters to editors and thank them for your coverage, even if some of it is not accurate.
- In an interview situation, try to redirect a misguided question to give your story. Avoid making long statements that might get cut in length and, therefore, get printed or broadcast out of context.
- Keep your article on the subject.

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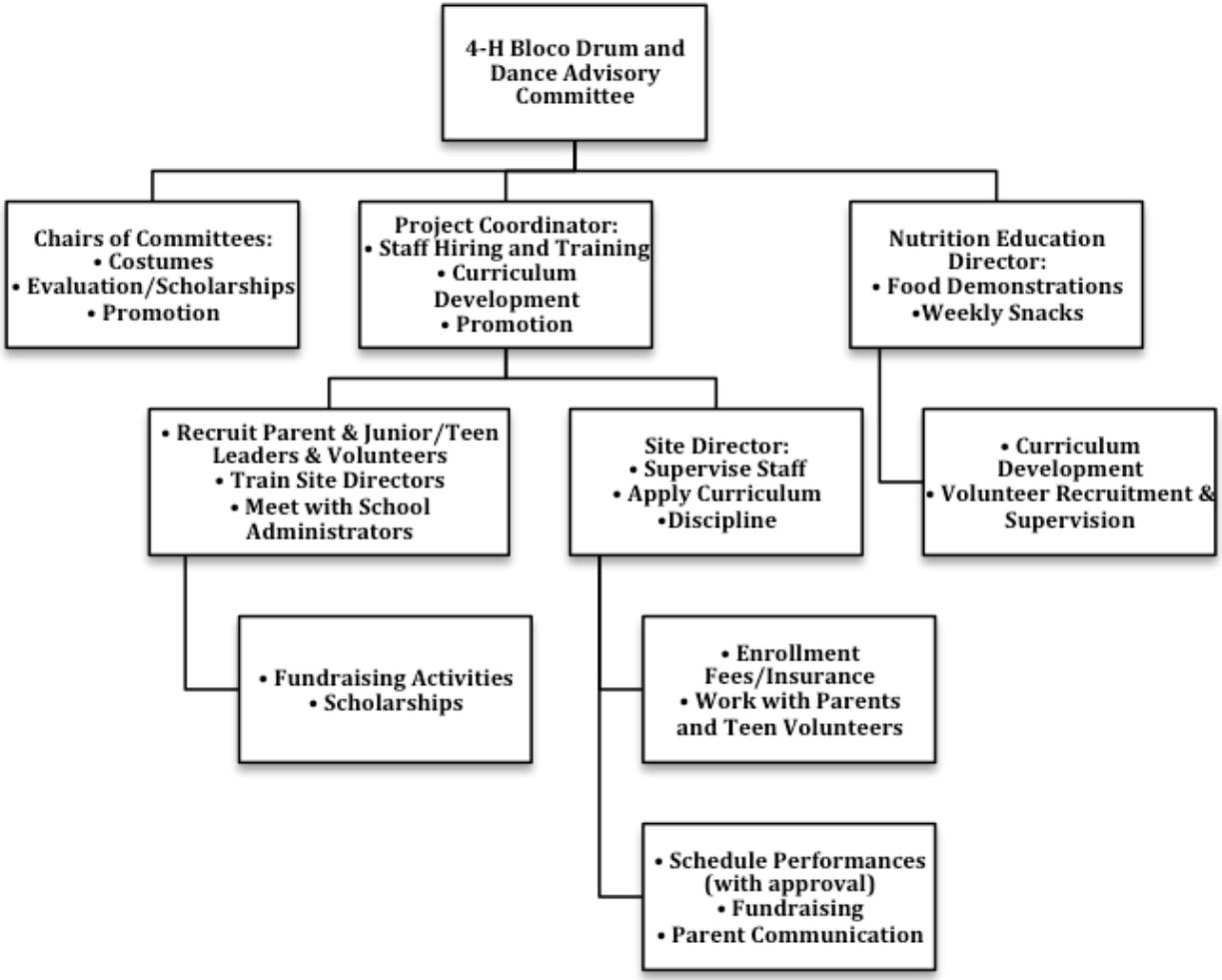
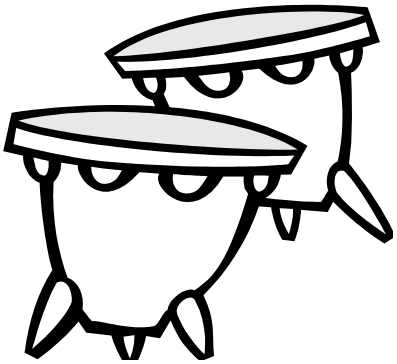
PROGRAM STRUCTURE: 4-H BLOCO DRUM AND DANCE PROGRAM



ACTIVITY PLANNING SHEET



Title:

Objectives:

1. _____

2. _____

3. _____

Directions for Activity:

Special Learning Hints:

Materials Needed:

Materials Prepared before Activity:

Background Information:

Summary (Evaluation):

BUDGET NARRATIVE
4-H Bloco Drum and Dance After-School Program
2005–2006

Budget Summary:
We are requesting a budget to continue to build strong, creative, and empowering musical performing arts after-school program to address teen issues in the Windsor Community. During the second stage of the program we are seeking funding to expand the model by involving more students. Part of the process is to continue to build our financial component through fundraising, community donations, and charging a reasonable fee-for-service to participants to insure the program sustainability.

In 2004 the grant funding allowed us to offer classes two days a week for 30 weeks during the school year. The program is being supplemented by the community with donations such as: healthy foods for snacks, transportation from the school after hours, and donations of time by parent volunteers in fund raising and costume making. In addition, we will be able to perform at various functions in and out of Sonoma County. In 2005–2006 we will continue to operate a 30-week program throughout the entire school year and focus on increasing our number of participants, increasing our parent involvement, and continuing to improve our recruitment materials, including a website using our computer funded through the CYFAR grantors.

Section I – Salary and Wages
Cooperative Extension's role is to continue to serve as the lead agency for the next 4–5 years and to work toward integrating this program as part of the after school curriculum. We will hire the contract grant employees and manage this component of the program. As the program develops and matures, the Cooperative Extension staff will reduce its involvement. Our goal this next year will to be to expand the membership on the Advisory Committee to build and strengthen community involvement. Currently, the 4-H Advisor's time is an in-kind contribution.

Secretary: Some clerical support will be funded through the grant. This includes but is not limited to enrollment processing, typing, flyer development, and phone calls as necessary. Maintains accounting spread sheets in Excel, provides monthly finance information to the Advisory Group, granters, and other parties in need of the information.

4-H Site Director and 4-H Bloco Program Coordinator: The position of management for the 4-H Bloco Drum and Dance Program encompasses all of the elements of operating and administering an after-school program. Funding will pay for services of the Site Director and Program Coordinator.

- The role of the 4-H Bloco Drum and Dance Program Coordinator is to: 1) work with the Advisory Committee promoting the programs, 2) serve as a link with the schools, 3) work with the fundraising chair to develop funding, 4) supervise the Site Director, and 5) serve as the link with the San

Sample

Francisco Loco Bloco (Carnaval) and supervise the arrangements for youth to participate in this event.

- The role of the Site Director is to: 1) work with the youth and instructors to facilitate and recruit youth, 2) recruit instructors in conjunction with the Program Coordinator, 3) organize the drum and dance activities, and 4) promote good health by providing healthy snacks and organizing food demonstrations to encourage youth to make better food choices.

Dance and Drum Instructors: Funding will provide contract services for the instructors. The 4-H Bloco conducts classes and activities covering percussion, dance, theater, and visual arts. Classes are taught 2 days a week during the school year, culminating each quarter with a major community event. Dance and drum instructors conduct the class with the local instructors once a week to allow participants to learn the dance and drum skills that will be used with other groups of youth who participate in the Carnaval Parade. Participants are involved not only in the creation of their live performances but also in the decision-making process of the program. Hiring instructors skilled in the art of drum and dance is crucial if we want to succeed and improve our participants' skills and build their self-esteem.

Section II – Supplies and Materials

- ✓ In 2003–2004 we are developing an operations manual so the program can be duplicated for other interested schools. The cost of putting it together and reproducing it can be extensive and costly. In 2004–2005 the community will review it and changes will be made.
- ✓ Printing enrollment packets, recruitment flyers, and nutrition information is all quite costly.
- ✓ We will charge a small fee to those students who can afford it. Many of our participants' families do not have funding available to pay fees and consequently we offer scholarships at reduced rates. These fees are used to help supplement the program.
- ✓ We will need to purchase a bass drum ($500) and the smaller drums ($250 each). We also have to replace drum covers and sticks. Because of the high cost of the instruments we provide them to the students on a loan basis. Equipment is kept at the school. We also need to purchase music for the dancers and materials to make costumes. Even though we have donations of time and talent, these items are costly. We will work toward securing equipment not only with the grant, but also with donations and fundraising.

Section IV – Computers

In 05–06 we purchased a Gateway computer, which is located at the school student advisor's office. In 04–05 we purchased a new printer. This enables the participants to enter their nutrition diary, pulse information, and exercise time in drum and dance. This fiscal year we would like to purchase an additional printer to connect to an extra computer we use in the Site Director's office so more students can track their heart rate and nutritional choices. This way they will be able to self-evaluate their choices. We developed an e-mail address and are currently working on finishing our website.

Sample

BUDGET NARRATIVE 2005–2006:
SOMONA COUNTY (4-H Bloco Drum and Dance Program)

Sample

A. Salaries and Wages

Other professionals

4-H Bloco Program Coordinator (0.10 FTE). This individual will: (1) serve as a link between the UCCE Office and the four schools from which students will be recruited, (2) work with the fundraising chair to develop funding, (3) supervise the Site Coordinator, (4) work with the project's Advisory Committee to promote the program, and (5) serve as the link with the San Francisco Loco Bloco (Carnaval) and supervise the arrangements to enable the program's participating youth to take part in this event.

Salary = 0.10 x $39,000 = $3,900

4-H Bloco Site Director (0.10 FTE). This individual will work at the Windsor Middle School program site and will do the following: (1) secure instructors and volunteers for the program; (2) assist with recruitment of youth and promotion of the program; (3) organize and facilitate the drum and dance activities; (4) coordinate parent meetings; (5) coordinate site evaluation activities, including informed consent, data collection, etc.; (6) lead the nutritional part of the project, including coordinating educational activities, organizing food demonstrations, providing healthy snacks, etc.; (7) organize and coordinate transportation for special events; and (8) participate on the Advisory Committee.

Salary = 0.10 x $50,000 = $5,000

Secretarial-Clerical

Clerical support/program administrative assistant (.05 FTE). This individual will work on support tasks including processing of enrollment, project record keeping, development of flyers and other materials, communications, and other activities.

Salary = 0.05 x $20,000 = $1,000

TOTAL SALARIES AND WAGES: $9,900

B. Fringe Benefits

Clerical support/program administrative assistant benefits estimated at 3.5% of salary.

Benefits = 0.035 x $1,000 = $35
TOTAL BENEFITS: $35

TOTAL SALARIES AND FRINGE BENEFITS: $9,935

E. Materials and Supplies

(1) Curriculum materials (including operations manual, dietary guides for nutritional portion of project): $300
(2) Printing and mailing for enrollment packets, design and printing of Recruitment flyers, nutritional information, materials and supplies, continued: $848
(3) Evaluation: Development and reproduction of instruments and other materials, data entry and analysis, and other evaluation expenses: $1,000
(4) Development of teen leader training and parent packets: $300

TOTAL MATERIALS AND SUPPLIES: $2,448

F. Travel

(1) Staff travel to statewide meetings and within-county travel: $450
(2) CYFAR conference travel for UCCE Advisor and/or Site Director, 2 x $1,500 = $3,000

TOTAL TRAVEL: $3,450

H. Computer (ADPE) Costs

(1) Purchase of 1 additional computer printer for community site office: $450
(2) Connectivity and software: $200

TOTAL COMPUTER (ADPE): $650

J. All Other Direct Costs

Contracts for Services

Two (2) dance instructors and two (2) drum instructors will be needed for the project, as follows: One dance and one drum instructor from San Francisco (once per week x 30 weeks) will each instruct the youth in the dances and rhythms that will be used to participate in the San Francisco Carnaval and other large parades. In addition, one dance and one drum instructor from the local county setting (twice per week x 30 weeks) will help the youth develop their own creative rhythms for use in other dance and drum settings. All instructors' fees will be far below their usual charges for instruction.

(1) Lead percussionist, instructor for drum &costume design: $5,000
(2) Lead instructor for dance and costume design (from S.F.): $3,000
(3) Percussion Instructor (local): $3,000
(4) Dance Instructor (local): $3,500
(5) Stipends for the older teens who will be leading the project: $350
(6) Site evaluation (State Office Review and study): $2,000

TOTAL ALL OTHER DIRECT COSTS: $16,850

TOTAL DIRECT COSTS REQUESTED: $33,333

Sample

START-UP DRUM INSTRUMENTS

Drum Instruments

- 2 Repiques
- 6 Dejembrès or Chambaos
- 4 Surdos
- 4 Agogo Bells
- 4 Shekeres (Ganza)
- Straps must be purchased to fit each drummer
- 1 set of mallets for each drum

Additional Information on Equipment

- Straps and mallets must be fitted and replaced each year.
- Chambaos and Surdos can be increased as the percussion section grows.
- Remao drums can provide a great sound but are too heavy to carry in parades. These drums are used on stands during stationary performances.
- Brazilian drum instructors can make additional suggestions for equipment purchases as the percussion section grows and funding becomes available.