

Contribution Report Template

4-H/K-12 Work Team – 4-H Youth Development CCA

This report details the work individual Agents and Specialists have done to implement the work of a specific work team during the identified calendar year and the results of that work. This information is consolidated into a cumulative work team report by the team leader(s). Team and individual reports are used to develop stakeholder impact reports, media pieces and reports to our funding partners.

Agent/Specialist submitting report: Jeff Goodwin

Contact Number:

1. **Program Outputs:** In regards to this work team’s efforts, how many of the following outputs did your local effort result in:

- 725 Number of trainings / workshops/ field or activity days / camps or classes conducted.
- 6113 Number of adult participants in these trainings / workshops / classes / field or activity days / camps.
- 36,586 Number of K-12 participants in these trainings / workshops/ classes / field or activity days / camps.
- 632 Number of pre-K participants in these trainings / workshops / classes / field or activity days / camps.
- 39,297 Number of individuals receiving indirect education - online access to newsletters, educational materials
- \$43,699 Amount of Grant Dollars generated to support this program.
- 1,143 Number of Newsletters distributed in support of this plan of work.
- 0 Number technical (fact sheets) and refereed journal articles published
- 43 Number of curriculums developed and /or reviewed that support this plan of work.
- 536 Number of volunteers
- 80 Number of volunteer trainings conducted
- 12 Number of trainings conducted for Extension Staff

If you worked cooperatively with another agent or specialist – please determine who will report what outputs so that efforts are not double counted.

2. **Program Outcomes:** describe the outcomes/impacts that occurred as a result of these programming/educational efforts: AS = After School/SE = School Enrichment/SD = 4-H Science Days (*Wonderwise*)

- **Immediate (learning) changes:**

Number of program participants reporting **Knowledge Gained** in relation to:

Total # in Program	# reporting gain	Knowledge gained in
362	80	Leadership (AS)
8076	5667	Leadership (SE)
0	0	Leadership (SD)
162	162	Citizenship (AS)
9999	7995	Citizenship (SE)
0	0	Citizenship (SD)
480	139	Decision making (AS)
7395	5819	Decision making (SE)
0	0	Decision making (SD)
480	194	Communication (AS)
8889	5492	Communication (SE)
225	225	Communication (SD)
287	0	Increased understanding of 4-H opportunities and potential for programming (AS)
11346	8332	Increased understanding (SE)
0	0	Increased knowledge and skills of program staff, as measured by increased quantity and quality of youth programs for youth 5 – 18 (AS)
1724	1000	

Attach information that supports individual/team effort as appropriate: evaluation summary, publication produced, photos, etc.

Submit report to work team leader and to supervisor prior to December 31

Contribution Report Template
4-H/K-12 Work Team – 4-H Youth Development CCA

		Increased knowledge (SE)
21	21	County 4-H agents, volunteers, and teens/collegiate 4-H members will learn how to deliver <i>Wonderwise</i> curriculum to intermediate-grade youth (SD)
6363	5497	Parents and youth will learn about 4-H as a science-based resource for occasional school-age child care (SD)

Number of program participants **changing an attitude** as a result of the program

<i>Total # in Program</i>	<i># reporting change</i>	<i>Attitude changed</i>
162	66	Leadership (AS)
6329	5258	Leadership (SE)
0	0	Leadership (SD)
162	145	Citizenship (AS)
7357	5864	Citizenship (SE)
0	0	Citizenship (SD)
162	140	Decision making (AS)
8957	6499	Decision (SE)
0	0	Decision (SD)
162	80	Communication (AS)
8571	5887	Communication (SE)
0	0	Communication (SD)

Number of participants **intending to change a behavior** as a result of training

<i>Total # in Program</i>	<i># reporting intent</i>	<i>Behavior intending to change</i>
162	0	Leadership (AS)
6817	5944	Leadership (SE)
0	0	Leadership (SD)
162	0	Citizenship (AS)
8190	7256	Citizenship (SE)
0	0	Citizenship (SD)
162	0	Decision making (AS)
6673	6459	Decision making (SE)
0	0	Decision making (SD)
162	0	Communication (AS)
7679	6378	Communication (SE)
0	0	Communication (SD)
162	0	Increased use of 4-H curricula youth programs (AS)
8401	7192	Increased use of 4-H curricula (SE)
162	0	Improved reporting/documentation 4-H activities (AS)
7161	5958	Improved reporting (SE)
0	0	Increased capacity of Extension staff to deliver programs, as measured by increased number of youth and volunteers participating in programs (AS)
1463	1023	Increased capacity (SE)

Attach information that supports individual/team effort as appropriate: evaluation summary, publication produced, photos, etc.

Submit report to work team leader and to supervisor prior to December 31

Contribution Report Template
4-H/K-12 Work Team – 4-H Youth Development CCA

0	0	Increased understanding of 4-H opportunities and potential for programming, as measured by increased volunteer capacity (AS)
1228	619	Increased understanding (SE)

• **Short/medium term (action) changes:**

Number of program participants reporting **behavior changes / use of skills** in relation to:

<i>Total # in Program</i>	<i># reporting change</i>	<i>Behavior or skill</i>
162	45	Leadership (AS)
6498	5242	Leadership (SE)
0	0	Leadership (SD)
162	82	Citizenship (AS)
7570	5205	Citizenship (SE)
0	0	Citizenship (SD)
162	123	Decision making (AS)
6455	5184	Decision making (SE)
0	0	Decision making (SD)
162	75	Communication (AS)
7684	5934	Communication (SE)
0	0	Communication (SD)
0	0	Increased life skills for youth, including leadership, citizenship, decision-making, and communication (AS)
7359	5718	Increased life skills (SE)
0	0	Increased life skills (SD)
5670	4612	CSAP science scores for participating youth will maintain or increase from previous year (SD)

• **Long-term (conditions):** - social, economic, civic, environmental.

- a. Safe, positive environments for children and youth during the hours that school is not in session (AS) (SE) (SD)
- b. Students’ academic performance improves (AS) (SE) (SD)
- c. Community collaborations and public/private partnerships result in program quality and sustainability (AS) (SE) (SD)
- d. Colorado youth embrace science as a favorite field of study and future career selection (SD)
- e. Colorado State University maintains or increases enrollments in science majors (SD)
- f. Coloradans see Extension and Colorado State University as the number one deliverer of science education to youth in Colorado (SD)

3. **Additional Inputs:** Describe additional local inputs (your county or assigned area) that were engaged or invested in this program effort:

164 of different agencies you partnered with in this program effort. Please list these agencies:

596 of volunteers engaged in this program effort

\$8,115 User fees generated through this program effort

Describe other inputs used if any:

Attach information that supports individual/team effort as appropriate: evaluation summary, publication produced, photos, etc.

Submit report to work team leader and to supervisor prior to December 31

Contribution Report Template
4-H/K-12 Work Team – 4-H Youth Development CCA

Resources generated by the team will be included by the team leader when individual reports are consolidated into a team report.

4. Describe successful efforts to reach new and/or underserved audiences locally in this POW area, if any:

County	# Served	Target audience	Type of Program	New (N) Underserved (U) -specify-
Adams	30	K-6	School Club	N-U
Adams	25	4 th Grade	School Club	N-U
Arapahoe	711	K-12	School Enrichment	361-N
Delta	12	30	4-H Club	U
Denver	400	Low Income	SD SE AS	U
Douglas	87	Pre-school-6 th	Embryology	N-Private schools
El Paso	496	Urban Youth	Ag in Society	N-U
Grand	45	Homeschoolers	Numerous Different Progs	N-U
Larimer	36	Hispanic/At Risk	Out of school Health & Nutrition Science	N-U
Larimer	52	Low Income AT RISK	Afterschool	N-U
Logan	318	6 th -12 th	Team building Character and Personality Awareness	
Pueblo	141	High Risk Low Income	Day Camp	U
Pueblo	162	High Risk/Low	After School	
Routt	210	11 th Graders	Skills for Success	N
West Montrose	254		IFYE Multicultural Diversity Fair	N-U
San Miguel	770		Same as above	N-U
Teller	33	Youth 6-13	Jr. Master Gardener	N
	3782			

5. Provide a description of program accomplishments (bullets), a success story, or provide highlights of anecdotal or qualitative data that demonstrates the value or effectiveness of this program effort locally. Include a brief

Attach information that supports individual/team effort as appropriate: evaluation summary, publication produced, photos, etc.

Submit report to work team leader and to supervisor prior to December 31

Contribution Report Template
4-H/K-12 Work Team – 4-H Youth Development CCA

statement of the issue addressed locally; how the program addressed the issue; and the names of 1 or two contacts who could be contacted, through you, at a later date, for interview.

Arapahoe County:

- Embryology:
 - Provided a science-based program that supplemented the student curriculum and help the teachers at the same time.
 - Increased the student's knowledge in a fun and exciting manner.
 - Provided a program to youth that will be remembered for many years.
 - Built valued relationships with teachers and students.
 - Promoted Colorado State University and Arapahoe County 4-H to Arapahoe County schools.

Include a brief statement of the issue addressed locally; how the program addressed the issue; and the names of 1 or two contacts who could be contacted, through you, at a later date, for interview.

- Embryology:
 - Teaching youth in a urban environment about Life using agriculture.
 - Embryology is a method to get into the schools, build relationships with the teachers and students and teach them about life in a fun manner.
 - Jan Koenig 303-779-8988

Archuleta County:

Colorado State University Extension staff in Archuleta County worked with youth, volunteers, and professionals to plan, implements and evaluate programs and experiences that have short and long-term contact with young people to reach new and under-served audiences, address priority topics, and build collaborations. Our primary goals were to provide curriculum to schools, implement an after school type program for youth to become familiar with 4-H, and increase school enrichment activities. Ideally, our current and long-term goal is to move youth into more sustained type of 4-H program and retain youth through positive youth development.

We provided 750 informational brochures to the school district for elementary, intermediate and junior high schools along with private schools within our county.

Twenty-five youth where offered twice a semester an eight week after school 4-H Fridays Program designed to reach non-traditional 4-H youth. These programs ranged from GPS, bicycling, cake decorating, scrapbooking, leather craft, heritage arts (knitting and quilting), and cooking. In addition these youth learned parliamentary procedure skills, communication skills, and citizenship.

58 Youth where trained on how to use GPS in a school enrichment program. Youth learned decision making skills, teambuilding and math skills. 75% of the youth had never had the opportunity to use a GPS. Youth learned math and computer skills and became familiar with CSU extension.

Forty-four youth attended the second annual summer camp program designed to introduce youth to 4-H and areas of building social skills, communication and team building as well as projects available.

Approximately 132 youth attended the sixth grade Conservation tour, in which we partner with our local Natural Resources and Conservation Service, Division of Wildlife, Colorado State Forest Service, thus increasing knowledge and awareness of forestry, water, soil, and wildlife principles.

Attach information that supports individual/team effort as appropriate: evaluation summary, publication produced, photos, etc.
Submit report to work team leader and to supervisor prior to December 31

Contribution Report Template
4-H/K-12 Work Team – 4-H Youth Development CCA

- Approximately 56 High school students became more familiar with personality types associated with business opportunities through the Colors IQ program. Seventy-five high school students were introduced to Money-wise, Consumer Choices Curriculum and 4-H financial planning materials in the classroom.
- Approximately 132 seventh grade students participated in Personality IQ and teambuilding which cultivated communication skills, leadership, and decision making skills.
- 825 youth participated in various school enrichment programs in Archuleta County.
- The International Foreign Youth Exchange and 4-H recruitment program was offered in five Pagosa Springs Schools with the support of the Colorado Youth Fund.
- 324 elementary school youth were introduced to how to plant tulip bulbs and relate this activity to staying drug free. Youth learned about decision making skills and 98% of the kids understood that drug use was not a healthy lifestyle to them and their family.
- Thirty- eight 4-Corners area youth over a seven month period were introduced to Australian culture where they became familiar with citizenship, decision making skills, leadership development and the ability to communicate with adults and youth within the group and with foreign youth and adults.
- The local radio station has been extremely generous with allowing CSU to have a weekly 30-minute program to discuss topics. The local paper allows us to submit an article a week and sometimes more. Particularly any 4-H/Youth related news releases, articles and pictures are at no cost.
- Two online newspapers have been running articles for 4-H for free and are willing to provide space for any educational materials.

Broomfield County:

- a. 4-H Summer Program enrollment = 42 Children x 8 sessions*
- b. Earth Day for Kids Event = 47 Children completing Bug Breakthrough project*
- c. Entomology project at Emerald Elementary School = 25 students*
- d. Mini Greenhouses at Birch Elementary School = 25 students*
- e. National Western Stock Show School Tours program (Agent assisted with program)*
- f. School's Out Program participation = 35 Children*

Delta County:

- A new 4-H club was organized for limited English-speaking Hispanic youth
- 4-H projects were completed by youth from this club in Jr. Leadership, Creative Arts, and Gardening
- All Projects were exhibited at county fair. Two projects were exhibited at state fair
- The new club, Delta County One Community 4-H Club, decorated a club wall at county fair. This was the first time Hispanic 4-H Club members and parents had participated in this activity at county fair.
- This club include 12 Hispanic members and 3 Hispanic adult volunteers who formed an after school soccer team. Club members would meet weekly during the spring and summer to practice. These 5 families were encouraged to choose a regular 4-H project in addition to participating in the after school soccer team. Some of these plan to enroll in a regular 4-H club in 2009
- Mr. Ruben Melgoza, club leader from Delta County would be available to be interviewed

Attach information that supports individual/team effort as appropriate: evaluation summary, publication produced, photos, etc.
Submit report to work team leader and to supervisor prior to December 31

Contribution Report Template 4-H/K-12 Work Team – 4-H Youth Development CCA

Denver County:

Thanks to funds provided by Jan Carroll for the Wonderwise Project, Denver 4-H was able to acquaint four schools with the Wonderwise Curriculum and other opportunities available through 4-H. Mr. Sherer (Science Teacher at Bill Roberts K-8) and Molly Killinger (After School Coordinator in the Stapleton neighborhood) played an instrumental role in setting up workshops and providing opportunities for youth to gain science skills in a series of workshops. The workshops involved the agent presenting aspects of the program to recruit youth for 2 all-day sessions that occurred during teacher in-service days when youth were out of school and parents may not have been home. Short, informal evaluations were provided in which 100% of youth reported learning and enjoying the sessions.

Douglas County:

Embryology Program:

This program gives elementary school children the chance to experience the development of a chicken through hands-on investigation. Teachers approaching life science through the program have found it to be very instrumental in their students' understanding of the subject as shown by the following:

- Two teachers reported that their entire schools were excited about the project.
- One teacher reported that students' vocabulary expanded in so many ways and the students were able to transfer their learning and vocabulary to the life cycle of other animals and even plants.
- Three teachers stated that the candling of eggs was extraordinary.
- One teacher had second graders make PowerPoint presentations of their experiences with the embryology program.
- One teacher stated that "students who were typically very quiet and reserved became the caretakers and did such a good job."
- One teacher stated "two students who have social problems were given chick responsibilities, they came through it with flying colors."
- Two teachers wrote that the 4-H kids who came to present information in their classrooms were great.
- At least three new classrooms were added due to word of mouth from other teachers who had participated last year.
- The program increased from serving six schools (8 classrooms) in 2007 to having the project in 13 schools (21 classrooms) in 2008, including a Montessori preschool, a private Catholic school, and a high school.
- One new private school was so impressed with the program (they had failed at hatching chicks on their own) that they donated \$50 to the program.
- One middle school student contacted our office for information so she could build her own incubator and hatch chicks for a science project. She was successful and made a CD of the chicks hatching which she has allowed our office to have a copy of for use in classrooms.
- Four other counties in Colorado have contacted Douglas County for information on the embryology project based on the presentation of the program at 4-H Agents' Winter Muster.

Bug Breakthrough:

The project provides numerous opportunities for students to learn, through observation and hands-on activities, the value of the most numerous and diverse kinds of animals, insects. The lessons can be adapted for use in after school programs, school classrooms and 4-H project meetings. The Douglas County 4-H Office coordinates the state-wide program which involves taking orders, preparing all the materials and supplies, distributing the orders, and collecting the fees.

- Thirty seven kits were assembled and distributed throughout the state of Colorado.

National Western Stock Show Pre-Tour programs:

For schools participating in the National Western Stock Show School Tour Program, Douglas County 4-H Outreach program provides a classroom activity to help students understand the importance of safety at the NWSS as well as

Attach information that supports individual/team effort as appropriate: evaluation summary, publication produced, photos, etc.

Submit report to work team leader and to supervisor prior to December 31

Contribution Report Template 4-H/K-12 Work Team – 4-H Youth Development CCA

acquaint students with the importance of the stock show and agriculture to the economy of Colorado and to their everyday lives.

- Nine classrooms were visited prior to the 2008 NWSS. This is an increase from one classroom visited in 2007.
- Students became aware of the importance of agriculture to their lives through a program relating agriculture to the very existence of baseball.

Multiculturalism:

School aged child care programs and afterschool programs participated in activities to help children understand the similarities of cultures around the world. Parts of the program emphasized food, music, language, games, and celebrations with activities of making a foreign food, creating a rainstick, learning how to say “hello” in several languages, playing relays with chopsticks, and making a celebration candle.

- The original curriculum was vetted by Jan Carroll.
- IFYE delegate Erin Dougherty presented a program to SACC program and an Afterschool program.
- A total of 10 programs were presented with hands-on activities for 161 students.
- Students from two SACC programs requested recipes used in the activities.
- SACC employees at the Southridge Recreation Center reported that several parents commented positively about the programs their children had attended.
- The program was accepted for presentation at the National Afterschool Association conference for April 2009, but due to lack of funds the agent was unable to accept the honor of presenting.
- The program was shared with other agents during the 4-H Agents’ Winter Muster and at the 2008 4-H Gala.

Junior Master Gardeners

This introduction to horticulture includes why plants are a vital part of Planet Earth, how different parts of plants are used, and what photosynthesis is. Students are able to create their own plant person to care for and watch grow.

- Thirty two classrooms in the Douglas County School District received instruction.
- Twenty one Douglas County Master Gardeners volunteered to teach the classes.

New Teacher Newsletter

As a way to reach teachers, home schools, SACC facilities, and afterschool programs, a newsletter with upcoming events has been created.

- During the 2007-08 school year, two email newsletters were sent to teachers in grades K-6.
- The email listings have grown to include several private schools, and SACC facility, and home school associations by request.
- The newsletter is sent to 1213 email addresses in Douglas County.

Eagle County:

The Babysitter Basics Training Program is a 7.5-hour training course designed for youth to develop care giving knowledge and skills while preparing them for the challenges of babysitting.

- **Pre/Post tests evaluations increased from an average of 82% to 94.8%.**
- **Babysitting Basics Training Program was delivered two (2) times in 2008.**
- **The Good Times with Kids newsletter was developed and sent out monthly to 50 youth.**
- **What are you going to do as a result of what you learned through this Babysitting Basics Training Program?**
 - **When I am babysitting I will do all of the things a good babysitter should do.**
 - **When I babysit, I’m going to be more playful with kids, be safer and learn how children work.**
 - **I will do what we learned about babies, toddlers, etc. and use my skills to be a good babysitter.**
 - **I will babysit more now because I am confident I will know what to do.**
 - **I am going to be a responsible babysitter and keep safety in my mind always.**

Attach information that supports individual/team effort as appropriate: evaluation summary, publication summary, photos, etc.

Submit report to work team leader and to supervisor prior to December 31

Contribution Report Template
4-H/K-12 Work Team – 4-H Youth Development CCA

- **I will play with kids more often and always make sure they're safe.**
- **I will never even think to get frustrated at a small infant because they are usually just curious.**
- **I am going to be safe, have calm activities with kids before bedtime.**
- **I am going to become a loving babysitter to children.**
- **I will definitely babysit more and I will feel confident with what I learned.**

El Paso County:

Unfortunately due to our budget cuts many of our school enrichment and after school programs in El Paso County were suspended. There were some after school programs that occurred but information was not available on them. School enrichment programs were not advertised in 2008 due to staff shortages except for the one event held which was our Farm Day and that is what I reported on above. There was also a JC Penny Grant sight but the instructor never supplied me with a final report despite my requests.

Gilpin County:

- As in past years, we have seen great progress in the willingness to learn of the kids participating in the afterschool program. It's interesting how the same pattern occurs every year – we have mostly new kids every year, since the kids tend to participate in regular programs offered afterschool as they get a bit older. As before, in the beginning of the year, most of the kids not interested in reading at all – they didn't even like being read to. As time went on, not only did they eagerly listen to whole stories, but became comfortable and excited about tackling small reading and writing projects that supported the curriculum. They also became much more open to learning.
- Laura Pierce, our afterschool coordinator, continues to develop new curricula each day. These were very popular, and the kids often did not want to go home at the end. They just completed a microbiology unit in which they made cheese from scratch, tasted yogurt, grew mushrooms, tested foods to see which would grow mold, learned about germs and safe hand-washing technique (using luminescent gel as a stand-in for germs), and even learned about plant viruses. In the one of the summer camp sessions, the kids made “fossils” out of a play-dough type material and leaves, sticks, etc (see pictures).
- Over the course of time, the kids learned to apply the 4-Hs to their life. Every session, they are asked what they did over the last week that was Head, Heart, Health, or Hands. They have become more competent at doing this than the older kids in the clubs.
- Most of the children are very young, and had to learn a lot about how to get along in groups – and they've done very well.
- The afterschool kids learned about Community Service through writing letters to our Senior citizens (both in the Gilpin Senior program and a Nursing Home), cleaning up the Fair Grounds, making table decorations for the Senior Citizens' Holiday party, and also in making “Please recycle” signs for a new recycling program at Fair.

Grand County:

- Increase Grand County Program numbers by 205 % in K-12 programming from previous years.
- Reached and programmed in every school in Grand County in 2008

Reached over 600 kids with the National youth science day in October of 2008.

Larimer County:

-The CORE (Community Organizing to Reach Empowerment) Center provides a summer youth program for youth in the northern Fort Collins neighborhoods populated primarily by Hispanics. The Larimer County 4-H outreach program collaborated with the CORE Center to provide 6.5 hours of instruction for elementary age youth participating in the CORE Center summer program. In the “Looking Good and Feeling Great,” sessions youth learned concepts in microbiology, nutrition and exercise science.

Contribution Report Template
4-H/K-12 Work Team – 4-H Youth Development CCA

As a part of a broader effort in gang prevention, the CORE Center and Larimer County 4-H are working together on a grant to strengthen alternative opportunities for youth by building the capacity of youth serving organizations. The 5 class series offered this summer was designed to build the capacity of 4-H Youth Development to better serve the Hispanic population by methods other than the traditional 4-H club model, which is not culturally appropriate to the Hispanic population.

Marilyn Thayer, Director of the CORE Center, is available to discuss the success of this program.

Las Animas County:

The Bug Breakthrough program and the Mini Greenhouse program provided local schools with hands-on activities which will help build interest in science. Both programs enhance 4-H's effort to increase participation in Science, Engineering, and Technology.

Students in the Mini Greenhouse Program knowledge and skills were measured by:

- **Recording individual growth charts and reporting to the class**
- **Group discussions**
- **Verbal questions**
- **Understanding of the terminology**

Students in the Bug Breakthrough program knowledge and skills were measured by:

- **Recording and reporting life cycle changes**
- **Oral questions**
- **Quiz's on terminology and varies life cycle stages**

Logan County:

- **SHS Foundations Class is the second year the high school started a program to expand the opportunities of the students to further their education - Two class presentations were given for two teachers in a rotation of 8 sections. Each class was visited four times giving contacts of 318 students times four or 1272 contacts.**
- **Two presentations were on the six traits of character counts, and cooperation activities**
- **Two presentations were given on personality awareness and team building activities**
- **Observations were noted in hearing students say to another student, your comments do not show caring, one of the six character traits.**
- **One humorous comment was when I was helping one of the students get untangled from a string activity, I heard a student say, be careful not to hurt the old guy (showing a caring attitude), and he was sincere.**
- **A lower level program of the same type is presented four times to six graders at the Sterling Middle School**

Three contacts are:

Lisa Schumacher and Don Johnson at the Sterling High School
Randy Henderson, PE coach at the Sterling Middle School

Montezuma County:

Attach information that supports individual/team effort as appropriate: evaluation summary, publication produced, photos, etc.
Submit report to work team leader and to supervisor prior to December 31

Contribution Report Template

4-H/K-12 Work Team – 4-H Youth Development CCA

- a. (SE) The Healthy Lifestyles room for Teen Maze hosted 509 youth. Youth selected foods for a menu board for a breakfast, lunch or snack. Once selections were made youth turned over their selection card(s) to discover how much fat, sugar, and sodium were in each selection. Volunteers in the room were able to speak with the youth about the information on the display boards that To support the actively and information the volunteers were providing, a fact sheet on how fat, sugar, sodium, and physical activity may affect their long term health, and My Pyramid nutrition information sheet was given to each youth. Once the activity was completed Jan did a food label demonstration that showed youth how to calculate the amount of sugar in a 20 ounce bottle of cola. The common reaction to the demonstration was surprise and disbelief. Additional information was provided that focused on portion size, healthy eating and physically activity habits, calorie sources, and label know how were made available for reading at a later time. Staff members from Southwest Memorial Hospital who helped with the coordination of volunteers included Ronda Weir, and Wendy Weygandt. Evaluations from teen exiting the Maze indicated a 10% increase from entry survey to exit survey of youth who said they would be more likely to talk to their parents, attend college, and were more favorable toward school policy as a result of their Maze experience.
- b. (SE) An interagency effort coordinated by the Dolores Water Conservancy District (DWDC) reached approximately 210 fifth grade students and 27 adults from two states. Focus of the program is to help students understand water quality and resource management. DWCD Water Festival coordinators are Gina Espeland and Lisa Jordan. DWDC sent follow up evaluations to all teachers. Returned evaluations that were shared with the agent indicate 100% of the respondents will participate in the 2009 water festival.
- c. (SE) Two separate nutrition and wellness programs were presented to three preschool classes which include 74 students, 3 teachers and 3 teachers' aides. Programs normally given to older youth were modified to be age appropriate. Emphasis was put on choosing nutrient dense foods not only through the demonstrations but also in the snack provided. The importance of hand washing was discussed and was the importance of physical activity.
- d. (AS) Partners youth program is designed to help at risk youth gain positive life skills, as well as day to day living skills. Jan presented two programs that focused on healthy eating and physical activity. A demonstration on how to read a food label for fat and sugar content was given. Too supplement the demonstration, the youth were engaged in a hands on food preparation/safety activity that included finding nutrition content of the products used, use of alternative ingredients that can be used in traditional dishes, and how to handle foods in order to prevent a food borne illness. The coordinator for this Partners program is Cressent Rossier.

Morgan County:

Issue: Increase youths' understanding of plant science vocabulary and improve their ability to do science inquiry
Program began by measuring youth's understanding of 60 plant science vocabulary words. Youth knew the meaning of an average of 19 words. Eleven 30-45 minute school enrichment sessions were presented to 20 students. After completion:

- 95% felt they could solve problems better.
- 95% knew they could do an experiment.
- 90% said they could observe things better and liked science more than before
- 90% wanted to learn more about science
- 45% said they would like to become a scientist
- At the end of the sessions, plant science vocabulary increased from the 19 words (average) at the beginning to an average of 38 words.

Pueblo County:

- Determine what CSUE can truly measure and as a team determine HOW to measure them. Re-write this form in order to actually get the information that can be measured. Decide where the traditional 4-H program fits. Most of this form relates to AS, SE, SD. Pueblo County has included the traditional information in the first section of this report. If traditional 4-H program doesn't fit here, where does it go and where is the time and effort reported besides on CORES?

Attach information that supports individual/team effort as appropriate: evaluation summary, publication produced, photos, etc.
Submit report to work team leader and to supervisor prior to December 31

Contribution Report Template 4-H/K-12 Work Team – 4-H Youth Development CCA

After School Programming: The Pueblo County 4-H After School Program was made possible by user fees collected through the traditional, community club 4-H program.

Many schools in low socio-economic areas of Pueblo do not have after school programming or activities nor do they have the funds to begin programs. Parents and/or care-givers struggle to provide basic needs for their families, leaving little extra money for children's outside activities.

In order to address the gap between need and available programming, Pueblo County 4-H Youth Development continued After School 4-H Club programs at Irving and Beulah Heights Elementary Schools and began two new programs at Carlile and Highland Park Elementary Schools; an additional school (Goodnight Elementary) will begin in March, 2009. These schools have a high percentage of families living at poverty level, the majority of children receive free lunch, and the schools experience little parent involvement with the children.

To date, 162 students, K-5th grades were enrolled and able to participate in six-weeks hands-on activities learning science, health and nutrition, and community service experiences. 4-H Junior Leaders and two 4-H traditional 4-H Leaders have been instrumental in the success of these programs. Pueblo County was able to hire a work study through CSU-P who will continue to work throughout the school year; she is a past 4-H member from another Colorado County.

The reporting of changes also includes observation of the children by adults during the after school program as it relates to their interaction and responses to different situations that include Leadership, Citizenship, Decision making and communication. It also includes questions answered by a show of the children's hands.

- *Immediate:* Youth said they liked coming to 4-H; principal/counselors said children had increased excitement about school; and parents said their children were excited about the 4-H program and more excited about school. 50% of the youth indicated after participating in 4-H it is easier to talk in front of others. 100% said they like to help others and it makes them feel good.
- *Medium:* Principal/Counselors said kids took more pride in their work as a result of participating in 4-H, Parents said their children washed their hands longer, continued to talk about the science experiments and how important water is to people.
- *Long:* Almost half the teachers surveyed reported increased confidence in the children.

4-H Summer Adventure Camp: The 4-H Adventure Camp was made possible by a grant from Pueblo Rotary #43 Foundation; a small registration fee was charged and those who were unable to pay received a scholarship. During the summer months, many low-income, at-risk children lack an economical, safe and fun environment to learn positive life skills.

The third annual Adventure Day Camp was held for 141 children and 60 youth and adult volunteers participated in the three day outreach camp. Youth and Adult Volunteers attended a day-long training which included in part: how to work with groups, teach responsibility, participate in science experiments, and community service how to include all participants in each activity/experience, and what to do in case of emergencies. The campers rotated through a series of 10 hands-on learning stations during the first two days of camp. The stations included: the importance of bees, water, making backpacks, what tobacco does to a body, recycling and making a community service project for the developmental delayed from cd's (sun catchers), personal safety and fingerprints, yogurt snack with their own "Got Milk"-picture, difference in grains we eat, tortilla making, science experiments, recycling and making Fathers Day gifts, DARE to Be You activities for anger and feelings. The third day the Pueblo Fire Department provided an educational session on fire safety, the duties of firemen and the gear that keeps them safe. Pueblo Greenway and Nature Center educated the campers on birds of prey. CSU-P provided a very active series of group building games while reinforcing how important exercise is to over-all health. The campers and volunteers enjoyed the morning riding the City Park rides.

An additional community service activity included participants and volunteers donating canned and non-perishable food for a local agency.

An evaluation will be conducted in January, 2009 to see how many of the participants continue to participate in some type of community service. Those results will be in the 2009 K-12 Contribution Report.

Attach information that supports individual/team effort as appropriate: evaluation summary, publication produced, photos, etc.

Submit report to work team leader and to supervisor prior to December 31

Contribution Report Template
4-H/K-12 Work Team – 4-H Youth Development CCA

Routt County:

Routt County Extension initiated and coordinated an all-day seminar for High School Juniors from all three school districts in Routt County. The Skills for Success Symposium utilized area professionals and Extension staff to teach interviewing skills, goal setting, personal finance, credit management, and more workplace skills. Over 200 students were in attendance and 26 volunteers participated.

San Miguel County:

The biggest success in 08 was the implementation of the IFYE Multicultural Diversity Fair. Incorporating aspects of the 4H Youth Development Program i.e. the new introduced San Miguel 4H Ambassador Promotion Team. This fun expression of cultural differences, global ideas, and culinary treats assisted any school age youth to actively participate in this round robin style of learning. Taking weeks to plan and hours to formulate the sessions to travel consecutively, yet effectively throughout San Miguel and West Montrose Counties, the Multicultural Diversity Fair was presented for the school districts of Nucla, Naturita, and Norwood K – 12, and pre K programs. The promotion of the event was provided by local county newspapers and KOTO radio station in Telluride, the coverage provided by the media can reach a possible 50000 individuals per week, not including the livestream of the radio provided over the internet. This event included LABO exchange youth from Japan, and a returning IFYE candidate from Colorado. As part of this momentous occasion San Miguel 4H youth were able to participate in 3 separate cultural exchange roundtable discussions open to the public, it was beneficial for all youth involved to exchange beliefs, and customs, and fully talk about our world condition through the eyes of youth, this meant that political discussion was held about the state of foreign policy and international affairs. 1,024 youth participated in this 3 day event which toured the counties of San Miguel and West Montrose. The foundation of this Multicultural Diversity fair, was to assist in the exploration of the greater world around us, as well as provide the information to all youth and adults that they too can be involved “Internationally” through 4H IFYE programs. This was truly a sensory journey for those who were involved, many teachers commented on the fast paced “High geared” learning environment which this Multicultural Diversity fair provided.

As one teacher of 2nd grade put it,

“It is just awesome to see kids experience the world, and cultures, and art, and food - in such a unique way that is – beyond fun, there is energy in the air and we will be talking about this for weeks. This also helps me gear some curriculum after it (the Multi Cultural Fair) is gone.” She continues, “I never thought that 4H offers so much more than what I thought!”

Two contacts for this would be; Chavelle Parker, Chaperone and Host of LABO Youth of Olathe, and Courtney Loflin, IFYE Coordinator of CSU.

Teller County:

- Students learned about their environment and how to grow produce.
- Youth tried new, healthy foods and responded they were more likely to continue this practice.
- Kids were excited to know they were actually growing produce and learn about the maintenance of their crop.
- Older kids learned leadership skills and they all interacted with members from the Master Gardeners and the Cripple Creek Rehab and Wellness Center for intergenerational relationships.
- They gained self-worth and value through harvesting their produce and receiving recognition at the County Fair.

The local issue revolved around high gas and produce prices so that families were not able to afford produce and the community as a whole recognized the need to learn to grow at 9500 foot elevation so they

Attach information that supports individual/team effort as appropriate: evaluation summary, publication produced, photos, etc.

Submit report to work team leader and to supervisor prior to December 31

Contribution Report Template
4-H/K-12 Work Team – 4-H Youth Development CCA

could provide for themselves. So, the program grew not only produce, but kids as well that have the knowledge and application to know they can take care of themselves better than before.

6. As a result of program evaluation, implementation or community input; are there changes or suggestions you have for this work team, its plan of work or the contribution report?

Delta County:

I would like to learn of other programs in Colorado 4-H that are having success in recruiting minority members and adult volunteers into 4-H.

Douglas County:

- a. We need to make the contribution report easier to understand. I'm sure, based on the numbers asked for, that almost every agent is filling the form out differently, based on different types of information. In order to make this a viable report of the efforts of 4-H Outreach in Colorado, everyone should be on the same page.
- b. We need some training not only on how to fill the report out, but how to build evaluations that will give us the information needed on this report. (For instance, how do we measure the number of participants *intending to change a behavior as a result of the training*. If they came to the training, didn't they intend to change a behavior?) How can most of our programs manage to get information based on a 1-3 hour program? Teachers and providers are not very willing to fill out evaluations if we do weekly or monthly programs at their facilities – they already have too much paperwork.
With the push toward STEM, we should include STEM information, not just Wonderwise.

Larimer County:

- We really need to have the ability to report knowledge gained in relationship to STEM concepts. There is so much lost when our reporting is limited to Leadership, Citizenship, Decision making and communications.

Logan County:

I was pleased to be asked back by the teachers to do my activities as I did them in 2007. This of course does not show impact but does show to me that they valued the program. I know one of the teachers would do the activities that I provide even after I am no longer available.

Morgan County:

- Separate out SET/STEM outcomes for K-12 outreach
- Develop SET outcomes to measure against in 2009, (such as: youth will practice observation skills, youth will increase their science vocabulary, youth will gather data)

San Miguel County:

Assorted materials and additional curriculum presented was generated through existing 4H projects. I was able to generate three new forms of curriculum just for the intent of the Multicultural Diversity Fair. The new curriculum developed was Creative International Food exploration, The "My Beliefs" wall, and Through the Eyes of the Camera; reminiscent of the viewfinder. A huge bonus was that all LABO and IFYE participants received quite a bit of presentation credits for the three day event in San Miguel. Plans are underway to establish the 2nd Multicultural Diversity Fair again in 09'. Schools, agencies and other public entities of San Miguel and the larger surrounding area are on board with this creative experiential learning avenue. This Multicultural Diversity Fair would include visits to schools and 4H youth programming outlets of the San Juan Extension area, and the Tri River Extension area. The largest positive of this program was that it required a small amount of financial investment on the Extension 4H program of San Miguel. The small amount of

Attach information that supports individual/team effort as appropriate: evaluation summary, publication produced, photos, etc.
Submit report to work team leader and to supervisor prior to December 31

Contribution Report Template
4-H/K-12 Work Team – 4-H Youth Development CCA

required materials needed to produce this event, made the program incredibly portable for the venues which were scheduled.

I would like to see an additional line item that would describe numerically the amount of hours placed on one project, or program. This would place a value on the contributions made by staff in the field, more than just a COERS report, it would provide a personal scale of effort, as this single program included in my year, was more than 60% of my total time, but so worth it.