

Contribution Report Template
Leadership and Volunteer Development Work Team – 4-H 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. Team and individual reports are used to develop stakeholder impact reports, media pieces and reports to our funding partners.

Agent/Specialist submitting report: Consolidated Work Team Report

Contact Number:

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

- _2635-Total number of volunteers
- __69_ Number of volunteer orientation sessions conducted
- __537_ Number of adult participants in these orientations
- __119_ Number of volunteer training sessions conducted (project or organizational)
- __1922_ Number of adult participants in these trainings
 - __1327____ Females __595____ Males
- __3.25_ Average length of time of training session
- __848_ Number of individuals completing e-Learning online

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

Program Outcomes: describe the outcomes/impacts that occurred as a result of these programming/educational efforts:

Short term changes:

| <i>Total # in Program</i> | <i># reported</i> | <i>Outcomes</i> |
|---------------------------|-------------------|---|
| | 421 | New volunteer applications completed |
| | 478 | New volunteers recruited/enrolled |
| 2635 | 76.95 | % of new volunteers receiving orientation to 4-H |
| 2635 | 63.63 | % of volunteers receiving project/organization training |

Number of volunteers reporting **Knowledge Gained**

| <i>Total # in Program</i> | <i># reported</i> | <i>Knowledge gained in relation to:</i> |
|---------------------------|-------------------|--|
| 2635 | 1319 | The main partners of 4-H |
| 2635 | 1345 | The essential elements of 4-H |
| 2635 | 1251 | Learn-by-doing (experiential learning) |
| 2635 | 1284 | 4-H life skills |
| 2635 | 1060 | Describing ages/stages of youth development |
| 2635 | 1027 | Characteristics of successful groups |
| 2635 | 1208 | Determine appropriate teaching tools |
| 2635 | 1136 | Describing elements of community service |
| 2635 | 1079 | Recognize methods of demonstrations and talks |
| 2635 | 1123 | Identify actions to organize a meeting |
| 2635 | 1206 | Describe techniques for conducting a meeting, determine communication methods (newsletter, phone tree, etc.) and plan activities |

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Categories of Volunteer Involvement

| Total # in Program | # reporting change | Categories |
|--------------------|--------------------|--|
| 631 | | Organizational (manages/leads groups; e.g. club leader) |
| 436 | | Advisory (county wide committees: e.g. advisory, horse, sale) |
| 74.5 | | Support (clerical, office, web, publishing, etc.) |
| 318 | | Middle Manager (unpaid leadership of other volunteers: e.g. superintendents, key leaders, etc) |
| 25 | | Advocacy (marketing, publicity, legislative relations) |

– **Intermediate outcomes:**

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

| Total # in Program | # reporting change | Behavior or skill |
|--------------------|--------------------|--|
| 2635 | 590 | Increased problem solving skills related to planning, organizing, and/or decision-making |
| 2635 | 801 | Increased knowledge or skills related to leadership |
| 2635 | 746 | Improved quality of volunteer experience |
| | 79.4% | % of first year retention rate |

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

| Total # in Program | # reporting change | Behavior or skill |
|--------------------|--------------------|---|
| 2635 | 812 | Safe programs for youth |
| 2635 | 673 | Increased volunteer effectiveness |
| 2635 | 782 | Increased volunteer satisfaction |
| | | Increased volunteer retention (mean tenure of all volunteers) |
| 2635 | 936 | Improved organizational communications |
| | | Decreased conflicts involving volunteers |

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

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

1208 of volunteers engaged in this program effort

\$ 6013 User fees generated through this program effort

Describe other inputs used if any:

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

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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- |
|--------|----------|-----------------|-----------------|---|
| | | | | |
| | | | | |

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 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.

Peebles, Mesa County

- Developed a survey, which went to all the volunteer leaders, to rate the communication and overall satisfaction with the office. We had a 70% survey responds, and overall ranked above average on the responds. We felt as if this was important in order to assist our leaders better by knowing where there were problems and get them fix, so we could retain our leaders better.

- We have an area leaders manual, which we hand out to the new organizational leaders. The manuals include such things as the descriptions of the different types of leaders (organizational, project, and etc), the background of the 4-H program, county deadline information, and much more. This has helped the new organizational leaders transition in, plus, we ask if they would come in and sit down with us at the office so we can help them better understand the communication process from the office to the clubs and whatever else we need to tell them. This also give us the opportunity to show them they can come talk or call with questions when ever they need to. We had 5 new leaders take over the clubs and they weren't quite sure about what they were doing, but after visiting with the office staff and the notebook, they feel much more comfortable.

V. Tranel, Pueblo County

- According to written evaluations from Pueblo County's New Leader Training, 100% of the 27 participants *agreed* the training: 1. It answered questions I had about the program, 2. I now feel I better understand how 4-H operates, 3. I have a better understanding of what is expected of me as a leader, 4. I found the program content varied enough, 5. I found the presenters to be prepared and to the point, 6. I feel understanding the policies will increase my effectiveness as a leader and 7. I have a better understanding of the Colorado Youth Protection Process and how 4-H can effectively be a part of it.

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- Additional comments on the evaluation included:
 - (Found most helpful) “Help to show kids can learn to evaluate, process and verbalize their opinions.”
 - (Found most helpful) “Targeting Life Skills model and Ages and Stages”
 - “The staff is a pleasure to work with and very helpful.”
 - (Found most helpful) “Life Skills wheel. It will help me to see that children develop properly.”
 - (Found most helpful) “The information on “This I Believe” is why I want to help.”

Fey, Adams County

South Elementary 4-H, Donna Spier, This school is 95% free and reduced lunch; member’s fees were scholarship; youth projects were entomology, heritage arts, rocketry, Members learned how to run a meeting using Parliamentary Procedure.

Hurdlebrink, Adams County

- Provided support and training opportunities to 292 volunteer leaders
- Provide feedback to the volunteers from results of the 1st year member survey
- Improved communications between the office and the 4-H members and leaders by adding a weekly e-mail.
- Recognized volunteer leaders through verbal and written means.
- Recognized volunteers with a small gift to Thank them for their time
- Provide opportunities for leaders to serve in various capacities on the county level
- Provide leaders with the opportunity to give feedback to the 4-H agents about the Adams County 4-H program

Vrabec, El Paso County

In El Paso County we underwent severe budget cuts and staff reduction in 2008 so our focus was to maintain our programs and or streamline what we offered. We were able to accomplish this with minimal reduction to our programs by increasing our reliance on volunteers. Some volunteers came into the office weekly or as needed to assist with administrative work as well as planning and organization of events/activities. Our goal for 2009 is to once again maintain our programming and membership but to also streamline our policies and work to make our system more user friendly for our volunteers and members as well as staff thus allowing us all to work more efficiently which will lay a foundation for future growth.

Baldwin, Douglas County

- A mentoring list has been started by the Douglas County Leaders’ Council as a way for new leaders to find assistance both organizationally and project-wise.

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?

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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