

Contribution Report Summary
4-H/K-12 Work Team – 4-H Youth Development CCA
Program Year 2007

Agent/Specialist submitting report: Jan Carroll

Contact Number: 960-491-6102

This report details the work individual Agents and Specialists have done to implement the work of 4/H K-12 Work Team during calendar year 2007, and the results of that work. This information is consolidated into a cumulative work team report by team leader, Jan Carroll, and reviewed by team co-leader Holli Campbell and co-leader-elect, Mary Baldwin. The data included is only from agents' reports that were submitted on the Contribution Report Summary. As such, they are incomplete but are still useful in documenting effort and impact of the K-12 Work Team. For calendar year 2008, about 25 agents have filed plans to invest, for a total FTE of 4.95.

According to ES237 (November 2007),

- 407 youth were enrolled in After-school 4-H Clubs
- 264 youth were enrolled in Military 4-H Clubs
- 71,510 youth participated in school enrichment programs
- 13,328 youth participated in School Age Child Care (SACC) programs
- This participation represents 81% of reported 4-H participation

According to COERS (February 2008),

- 16,591 total hours were committed to K-12 work.
- Total contacts were 179,682.

Of these, the following demographics were reported:

White	121,147	67%
Nonwhite/not Hispanic	19,917	11%
Hispanic	38,618	21%

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

743	Number of trainings / workshops/ field or activity days / camps or classes conducted.
1,589	Number of adult participants in these trainings / workshops / classes / field or activity days / camps.
55,323	Number of K-12 participants in these trainings / workshops/ classes / field or activity days / camps.
442	Number of pre-K participants in these trainings / workshops / classes / field or activity days / camps.
11,610	Number of individuals receiving indirect education - online access to newsletters, educational materials
\$80,904	Amount of Grant Dollars generated to support this program
7,010	Number of Newsletters distributed in support of this plan of work.
38	Number technical (fact sheets) and refereed journal articles published
27	Number of curriculums developed and /or reviewed that support this plan of work.
810	Number of volunteers
47	Number of volunteer trainings conducted
54	Number of trainings conducted for Extension Staff

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
112	112	100	Leadership (AS) (SE) (SD)
1,125	1,125	100	Citizenship (AS) (SE) (SD)

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108	107	99	Decision making (AS) (SE) (SD)
26	26	100	Communication (AS) (SE) (SD)
775	757	98	Increased understanding of 4-H opportunities and potential for programming (AS) (SE) (SD)
100	100	100	Increased knowledge and skills of program staff, as measured by increased quantity and quality (SE)
-	-	-	County 4-H agents, volunteers, and teens/collegiate 4-H members will learn how to deliver youth (SD)
-	-	-	Parents and youth will learn about 4-H as a science-based resource for occasional school

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

Total in Program	Reporting change	%	Attitude changed
120	75	62	Leadership (AS) (SE) (SD)
62	60	97	Citizenship (AS) (SE) (SD)
-	-	-	Decision making (AS) (SE) (SD)
-	-	-	Communication (AS) (SE) (SD)

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

Total in Program	reporting intent	%	Behavior intending to change
-	-	-	Leadership (AS) (SE) (SD)
-	-	-	Citizenship (AS) (SE) (SD)
1051	1051	100	Decision making (AS) (SE) (SD)
26	26	100	Communication (AS) (SE) (SD)
10	7	70	Increased use of 4-H curricula in youth programs (AS) (SE)
20	10	50	Improved reporting and documentation of 4-H activities (AS) (SE)
-	-	-	Increased capacity of Extension staff to deliver programs, as measured by increased number of
-	-	-	Increased understanding of 4-H opportunities and potential for programming, as measured by

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

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

Total in Program	Reporting change	%	Behavior or skill
-	-	-	Leadership (AS) (SE) (SD)
110	110	100	Citizenship (AS) (SE) (SD)
26	26	100	Decision making (AS) (SE) (SD)
26	26	100	Communication (AS) (SE) (SD)
46	36	78	Increased life skills for youth, including leadership, citizenship, decision-making, and commu
-	-	-	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. Coloradoans see Extension and Colorado State University as the number one deliverer of science education to youth in Colorado (SD)

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

<u>129</u>	Number of different agencies you partnered with in this program effort. Please list these agencies:
<u>1,110</u>	Number of volunteers engaged in this program effort
<u>\$9,372</u>	User fees generated through this program effort