

# 2008 Texas A&M University Combined Research and Extension Annual Report of Accomplishments and Results

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## I. Report Overview

### 1. Executive Summary

Texas is the second largest state in the nation with approximately 23 million citizens. The size and scope of Texas poses unique challenges with a wide range of diversity including both the agricultural and human sectors. The issues and needs of Texans vary by numerous factors and, in many cases, are complex. Texas is one of the most rural and urban states in the nation with a majority of its citizens living in 20 of the 254 counties in the state.

Texas AgriLife Research and the Texas AgriLife Extension Service are the land grant research and Extension components of the Texas A&M System and are headquartered in College Station, Texas. Since its beginning in 1876 as a land grant institution, Texas A&M University has been a recognized leader in agriculture, food, and natural resources. Today, Texas A&M University, Texas AgriLife Research (AgriLife Research), and the Texas AgriLife Extension Service (AgriLife Extension) continue this legacy through outstanding academic programs, important contributions to science through research and discovery, and lifelong learning and youth development through Extension programs. The work of both AgriLife Research and AgriLife Extension is guided by strategic plans and roadmaps. The Science Roadmap, developed by AgriLife Research, is designed to enable AgriLife Research to focus its resources on issues of highest importance as identified by agency scientists and other stakeholders. The goals of the Science Roadmap are vital and equally important to ensuring a positive future for Texas and its citizens. The goals of the Science Roadmap include: 1) Sustain healthy ecosystems and conserve our natural resources. 2) Enhance competitiveness and prosperity of urban and rural agricultural industries. 3) Improve public health and well being.

The Extension Roadmap, developed by AgriLife Extension, is designed to enable the dissemination of research based information to the citizens of Texas on issues of importance as identified through grassroots and other stakeholder input processes. This information is intended to allow the citizens of Texas to make sound decisions that will improve the overall quality of life for themselves and all Texans. The goals of the Extension Roadmap are: 1) Ensure a sustainable, profitable, and competitive food and fiber system in Texas. 2) Enhance natural resource conservation and management. 3) Build local capacity for economic development in Texas communities. 4) Improve the health, nutrition, safety, and economic security of Texas families. 5) Prepare Texas youth to be productive, positive, and equipped with life skills for the future. 6) Expand access to Extension education and knowledge resources.

Work on issues of importance in the state is a joint endeavor by both AgriLife Research and AgriLife Extension. Research based information is translated to practical best management practices and disseminated via multiple channels including the network of agents in all 254 counties in the state. Identification of issues and needs is conducted at multiple levels by both AgriLife Research and AgriLife Extension. Grassroots involvement by citizens, advisory groups, and commodity and industry groups are just a few of the ways this information is generated. Work with other states on areas of shared interest is also of high priority. Efforts by AgriLife Research and the AgriLife Extension in 2007 were very successful. Data in this report highlight the activities and success of 17 major program areas supported by AgriLife Research and AgriLife Extension. The 17 program areas represent areas from livestock and crop production to human health and serving under represented audiences. Specifically, the 17 programs include Range Management, Economics and Management, Livestock and Meat Quality, Safety and Productivity, Crop and Forage Production, and Water Management in the area of Agriculture and Natural Resources. Community and Economic Development programs are addressed by the Community Resource and Economic Development program. Family and Consumer Sciences program areas addressing Cancer Risk Reduction and Early Detection, Child Passenger Safety, Diabetes Education, Exercise and Wellness, Food and Nutrition for Limited Resource Audiences, Food Safety, and Parenting and Dependent Care. An unplanned program on Financial Management has also been included in this area. Finally, 4 H and Youth Development programs included address Character Education, Leadership and Volunteer Development, Life Skills for Youth, and Out of School Time. Output and Outcome indicators represented in the specific program areas of this report represent representative samples of successes. In many cases, additional successes were achieved. Some of these additional successes are noted in the evaluation section for each program.

**Total Actual Amount of professional FTEs/SYs for this State**

Year:2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	412.7	0.0	228.1	0.0
<b>Actual</b>	446.1	0.0	187.7	0.0

**II. Merit Review Process****1. The Merit Review Process that was Employed for this year**

- Internal University Panel

**2. Brief Explanation**

AgriLife Research and AgriLife Extension Administrative Leaders serve as merit reviewers for the Federal Plan of Work, the Federal Report of Accomplishments and Results, and associated grants and contracts. This team is comprised of senior administrative staff, as well as department heads, associate department heads for Extension, and resident directors at research centers. This leadership team is responsible for the oversight and management of all programs conducted by research and Extension faculty.

**III. Stakeholder Input****1. Actions taken to seek stakeholder input that encouraged their participation**

- Use of media to announce public meetings and listening sessions
- Targeted invitation to traditional stakeholder groups
- Targeted invitation to non-traditional stakeholder groups
- Targeted invitation to traditional stakeholder individuals
- Targeted invitation to non-traditional stakeholder individuals
- Targeted invitation to selected individuals from general public
- Survey of traditional stakeholder groups
- Survey specifically with non-traditional groups

**Brief Explanation**

Both AgriLife Extension and AgriLife Research utilize various methods to reach stakeholder groups within the State of Texas. AgriLife Extension used multiple sources of input from stakeholders. These include local clientele, commodity/special interest groups, trend data monitored by specialists, various county committees, elected officials, and emerging issues. Teams of Extension and research faculty meet based on need to analyze these issues, which leads to priority setting and development of programs to address the needs and issues raised by the various stakeholder groups and methods.

In 2007, and as part of AgriLife Extension's strategic planning effort, local Leadership Advisory Boards (LABs) began to validate issues raised in the local stakeholder input process. Leadership Advisory Boards serve as a conduit to local citizens and their needs. These boards are comprised of community opinion leaders charged with providing long term visioning and advocacy for the local Extension program. Approximately 2,500 individuals serve on Leadership Advisory Boards across the state. These issues are currently undergoing validation again as part of this process.

In addition, another 10,000 citizens serve on program area committees, task forces, coalitions, and youth boards. These volunteers represent specific areas of the local program and are involved in issues identification, program development and delivery, evaluation and interpretation of programs, and management of other volunteers. These volunteers represent all 254 counties in the state.

The AgriLife Research Administration, Department Heads, and Resident Directors regularly met with the major agricultural industries and commodity groups in Texas. AgriLife Research has encouraged the public to participate in helping set priorities, assess current program and process effectiveness, and determine future directions. These processes were open, fair, and accessible to encourage individuals, groups, and organizations to have a voice, and treated all with dignity and respect. Stakeholders were initially identified by membership in listed organizations, though all events were public and were announced in the press and other written notice. Input from these events was captured by AgriLife Research participants, and in some cases, was published for further public use. Stakeholder input has always been critical to AgriLife Research processes and programs, and listed events and organizations continue as essential partners in setting the AgriLife Research agenda, and recognizing and addressing emerging issues. A concentrated effort was done for small grains, corn, sorghum, and cotton resulting in a jointly developed strategic plan.

## **2(A). A brief statement of the process that was used by the recipient institution to identify individuals and groups stakeholders and to collect input from them**

### **1. Method to identify individuals and groups**

- Use Advisory Committees
- Open Listening Sessions
- Needs Assessments
- Use Surveys
- Other (Meetings with various stakeholder groups)

#### **Brief Explanation**

The basis for AgriLife Research and AgriLife Extension's relevance in the State of Texas is grassroots involvement. AgriLife Extension has utilized Open Listening Sessions as part of the grassroots Texas Community Futures (TCFF) Process. These sessions provide local clientele the opportunity to voice their opinion on issues of importance to their lives and the lives of others in their community. The TCFF process was first implemented in 1999 and again in 2004. In 2007, and as part of AgriLife Extension's strategic planning effort, local Leadership Advisory Boards (LABs) began a process to validate issues raised in the local stakeholder input process. Leadership Advisory Boards serve as a conduit to local citizens and their needs. These boards are comprised of community opinion leaders charged with providing long term visioning and advocacy for the local Extension program. Approximately 2,500 individuals serve on Leadership Advisory Boards across the state. In addition, another 10,000 citizens serve on program area committees, task forces, coalitions, and youth boards. These volunteers represent specific areas of the local program and are involved in issues identification, program development and delivery, evaluation and interpretation of programs, and management of other volunteers. These volunteers represent all 254 counties in the state. Information from other stakeholders is obtained in various ways. Regular meetings are held with various commodity and interest groups. These groups provide input into programmatic decisions including development of new efforts, modification of existing efforts, and termination of programs that are no longer relevant. Finally, various subject matter groups employ the use of surveys and other needs assessment processes to gain information specifically about their subject area. Data from these processes are used to develop programs to address issues. AgriLife Research has incorporated data from the AgriLife Extension's process, as well as other stakeholder input methods, for development of initiatives and programs.

**2(B). A brief statement of the process that was used by the recipient institution to identify individuals and groups who are stakeholders and to collect input from them**

**1. Methods for collecting Stakeholder Input**

- Meeting with traditional Stakeholder groups
- Survey of traditional Stakeholder groups
- Meeting with traditional Stakeholder individuals
- Survey of traditional Stakeholder individuals
- Meeting with the general public (open meeting advertised to all)
- Survey specifically with non-traditional groups
- Other (Modified Nominal Group Process)

**Brief Explanation**

Both AgriLife Extension and AgriLife Research use multiple methods to reach stakeholder groups within the State of Texas. AgriLife Extension uses multiple sources of input from various stakeholders. These include local clientele, commodity/special interest groups, trend data monitored by specialists, various county committees, elected officials, and emerging issues. Teams of Extension and Research faculty meet to analyze these issues which leads to priority setting and development of programs to address the needs and issues raised by the various stakeholder groups and methods. Methods of data collection include surveys, focus group sessions, data collected as a result of program evaluations, expert panels, meetings with stakeholders, and open forum type meetings to solicit input. All data from all sources is considered when decisions are made regarding the future directions of Research and Extension efforts.

**3. A statement of how the input was considered**

- In the Budget Process
- To Identify Emerging Issues
- Redirect Extension Programs
- Redirect Research Programs
- In the Staff Hiring Process
- In the Action Plans
- To Set Priorities
- Other (Create strategic plans)

**Brief Explanation**

Both AgriLife Research and AgriLife Extension use data from the various stakeholder input processes to direct programming efforts at the local, district, regional, and state level. During the summer of 2004, Data Summits were held across the state to review information collected from the various stakeholder input processes. County, district, and state faculty participated in these meetings, each bringing an important perspective to the process. As a result of the Data Summits, action plans and evaluation strategies were developed to address priority issues. These plans were developed for use at the local, regional, and/or state level depending on the scope of the issue. These actions plans are currently being used by faculty to develop specific educational programs to address these issues. Results of the Data Summits, as well as local data collected during the TCFF process, is available at <http://futuresforum.tamu.edu>.

In the summer of 2007, Regional Teams began to meet to analyze current and emerging issues raised from various stakeholders. Information from these meetings will lead to the refinement of current programs and the development of new programs to address high priority issues.

In addition, strategic plans and roadmaps for AgriLife Research and AgriLife Extension have been developed to guide our efforts. We are currently completing Year 02 of this plan and preparing for Year 03. Priority areas of this plan have been used to guide the efforts of this POW. Both the Science Roadmap and the Extension Roadmap can be found at <http://agprogram.tamu.edu/roadmaps.cfm>.

**Brief Explanation of what you learned from your Stakeholders**

Information from key stakeholder groups both informs and validates the strategic plans, and research and programming efforts for both AgriLife Research and AgriLife Extension. This information allows both agencies to remain relevant and accountable for the public funds entrusted via partnerships with local, state, and federal governments.

**IV. Expenditure Summary**

<b>1. Total Actual Formula dollars Allocated (prepopulated from C-REEMS)</b>			
<b>Extension</b>		<b>Research</b>	
<b>Smith-Lever 3b &amp; 3c</b>	<b>1890 Extension</b>	<b>Hatch</b>	<b>Evans-Allen</b>
11214370	0	6823493	0

<b>2. Totaled Actual dollars from Planned Programs Inputs</b>				
<b>Extension</b>			<b>Research</b>	
	<b>Smith-Lever 3b &amp; 3c</b>	<b>1890 Extension</b>	<b>Hatch</b>	<b>Evans-Allen</b>
<b>Actual Formula</b>	6045431	0	11229949	0
<b>Actual Matching</b>	6045431	0	18552580	0
<b>Actual All Other</b>	37252050	0	25009461	0
<b>Total Actual Expended</b>	49342912	0	54791990	0

<b>3. Amount of Above Actual Formula Dollars Expended which comes from Carryover funds from previous years</b>				
<b>Carryover</b>	2614840	0	0	0

**V. Planned Program Table of Content**

<b>S. NO.</b>	<b>PROGRAM NAME</b>
1	Range Management
2	Diabetes Education
3	Exercise and Wellness
4	Community Resource and Economic Development
5	Economics and Management
6	Water Management
7	Parenting and Dependent Care
8	Character Education
9	Out of School Time
10	Leadership and Volunteer Development
11	Food Safety
12	Food and Nutrition Education for Limited Resource Audiences
13	Livestock and Meat Quality, Safety, and Productivity
14	Life Skills for Youth
15	Child Passenger Safety
16	Crop and Forage Production Systems
17	Cancer Risk Reduction and Early Detection
18	Family Financial Security

**Program #1**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Range Management

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
112	Watershed Protection and Management	40%		40%	
121	Management of Range Resources	60%		60%	
	<b>Total</b>	100%		100%	

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	11.2	0.0	7.3	0.0
<b>Actual</b>	21.7	0.0	24.3	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
294073	0	581275	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
294073	0	1841513	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
1812081	0	5083149	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

Primary activities in this program will focus on development and conducting of research and educational programs to support proper management and restoration of native rangelands for clientele. Applied research and result demonstrations to support improved rangeland management will also be conducted. Training and support for County Extension Agent and Specialist training will be provided on appropriate and timely aspects of rangeland management. Emphasis will be placed on continued development of appropriate publications, websites, online courses, and other teaching materials.

Work of the AgriLife Research and AgriLife Extension is conducted jointly where research-based information is generated and transferred to clientele.

**2. Brief description of the target audience**

The target audiences for this program include federal and state agencies, youth and adults. The adult audiences specifically include traditional landowners, operators, absentee landowners, and "new", novice landowners that either just bought land or have made a career off the land and has returned to it.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	7000	21500	750	0
2008	23752	106948	4883	0

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

Year	Target
Plan:	1
2008 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	Extension	Research	Total
Plan	0	35	
2008	7	204	211

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- # of group educational sessions conducted.

Year	Target	Actual
2008	250	670

**Output #2**

**Output Measure**

- # of research-related projects.

Year	Target	Actual
2008	15	85



**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	% of Land Managers who report increased knowledge leading to better decision-making.
2	% of livestock producers who report increased knowledge of rangeland monitoring, watershed management, weed and brush control.
3	# Result demonstrations/applied research projects.

**Outcome #1****1. Outcome Measures**

% of Land Managers who report increased knowledge leading to better decision-making.

**2. Associated Institution Types**

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	65	90

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

A major challenge for Extension programming has always been to provide timely, accurate and complete technical information to clientele. Because of time constraints, traditional county level educational meetings, tours and field days are able to present only a small percentage of the total information available on any one particular subject. Fortunately, the exponential growth of the internet provides Extension a mechanism for enhanced technology transfer to clientele.

**What has been done**

A majority of the queries to Extension Range Specialists are associated with rangeland weed and brush control. In 2008 the Extension Range Specialists developed a curriculum for CEU training that focused on teaching rangeland herbicide users where to access timely and accurate information on rangeland weed and brush control.

**Results**

A total of 30 counties and 1,604 individuals participated in the CEU training described above, representing over 3 million acres of Texas rangeland. Percent gain in knowledge averaged 90% across the 11 teaching points. Participants more than doubled their level of knowledge about the information available on the Texas Natural Resources Web site (118%), Texas AgriLife Bookstore (122%), the publication Weed and Brush Control - Suggestions for Rangeland (104%), the Goldmine web site (132%), Brush Sculptors (102%) and the PestMan web site (125%). When participants were asked if the information they received from the training would help them make better decisions selecting and using herbicides on rangeland, 99% responded YES.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
112	Watershed Protection and Management
121	Management of Range Resources

**Outcome #2****1. Outcome Measures**

% of livestock producers who report increased knowledge of rangeland monitoring, watershed management, weed and brush control.

**2. Associated Institution Types**

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	65	57

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Management of rangelands in Texas is a complex process. Many factors lead to complex interactions occurring in this biological system. Texas Extension Range Specialists conduct a variety of programs aimed at educating landowners about monitoring the health of rangelands, watershed management and brush and weed management.

**What has been done**

County-level educational events were conducted throughout 2008 in 37 locations across the state to educate landowners about proper rangeland management and monitoring procedures. Specialists also conducted 24 county-level meetings related to watershed management and 95 programs on weed and brush control. Most of these meetings were conducted in cooperation with County Extension Agents as slide show presentations and field tours.

**Results**

Many of these activities were evaluated for change in knowledge about the subject matter. Overall increase in knowledge about rangeland management was 57.4% across nine activities that were sampled. Attendance at these events was 745. Average gain in knowledge ranged from 27% to 83% for all events.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
121	Management of Range Resources
112	Watershed Protection and Management

**Outcome #3****1. Outcome Measures**

# Result demonstrations/applied research projects.

**2. Associated Institution Types**

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	15	254

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Result demonstrations are an effective tool in actively teaching principles and practices related to management of rangeland. Texas Extension Range Specialists are active working with County Extension Agents and cooperating landowners to establish quality demonstration projects across the state.

**What has been done**

During 2008, over 250 active result demonstrations related to rangeland weed and brush control were established and evaluated in the state. Active demonstrations are established in 126 different counties in Texas.

**Results**

Results of these demonstrations are presented at field days and in publications. One publication, B-1466, Chemical Weed and Brush Control Suggestions for Rangeland summarizes the results from years of applied research and demonstration projects. This publication alone was distributed to over 3,300 people at county events and downloaded via the internet another 688 times, for a total distribution of 4,035. A sample of the people that received this publication were asked if the information they received would help them make better management decisions selecting and using herbicides on rangeland, and 99% responded yes.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
121	Management of Range Resources
112	Watershed Protection and Management

**V(H). Planned Program (External Factors)****External factors which affected outcomes**

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes

**Brief Explanation**

There were no external factors that drastically affected our outcomes during 2008.

**V(I). Planned Program (Evaluation Studies and Data Collection)****1. Evaluation Studies Planned**

- Retrospective (post program)
- Before-After (before and after program)
- Other (anecdotal)

**Evaluation Results**

A major challenge for Extension programming has always been to provide timely, accurate and complete technical information to clientele. Because of time constraints, traditional county level educational meetings, tours and field days are able to present only a small percentage of the total information available on any one particular subject. Fortunately, the exponential growth of the internet provides Extension a mechanism for enhanced technology transfer to clientele. One of the major constraints to clientele use of the internet to seek Extension information has been their lack of knowledge of the resources available and where to go to find that information. A majority of the queries to Extension Range Specialists are associated with rangeland weed and brush control. In 2008 the Extension Range Specialists developed a curriculum for CEU training that focused on teaching rangeland herbicide users where to access timely and accurate information on rangeland weed and brush control. A total of 30 counties and 1,604 individuals participated in the CEU training described above, representing over 3 million acres of Texas rangeland. Percent gain in knowledge averaged 90% across the 11 teaching points. Participants more than doubled their level of knowledge about the information available on the Texas Natural Resources Web site (118%), Texas AgriLife Bookstore (122%), the publication Weed and Brush Control – Suggestions for Rangeland (104%), the Goldmine web site (132%), Brush Sculptors (102%) and the PestMan web site (125%). When participants were asked if the information they received from the training would help them make better decisions selecting and using herbicides on rangeland, 99% responded YES.

**Key Items of Evaluation**

**Program #2**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Diabetes Education

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
724	Healthy Lifestyle	100%		100%	
	<b>Total</b>	100%		100%	

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	17.7	0.0	1.2	0.0
<b>Actual</b>	17.4	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
235800	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
235800	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
1453005	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

Partnered with local health care professionals to provide at a low cost 9 topics in 5 class series of nutrition and self-care education classes using the Do Well, Be Well with Diabetes (DWBW) curriculum and 4 diabetes cooking school classes Cooking Well with Diabetes (DWBW, part 2). Both DWBW and CWWD curricula (the PowerPoint® presentations, videos, marketing materials, and an online data survey evaluation series) were totally revised and are consistent with the American Diabetes Association Standards of Care. The trained county Extension agents were trained to organize local health professionals. In 2008, some 340 professionals (Nurses 70; Nurse practitioners 11; Dietitians 49; Physicians 22; Pharmacists 27; Physician assistants 2; Physical therapists 14; Podiatrists 6; People with diabetes 30; Social workers 9; Health educators 22; Certified Diabetes Educators 29; Optometrists 4; Clergy 6; and Other 39) volunteered their time to assist agents to plan, market and provide the DWBW class series in order to help teach participants to manage their blood glucose levels.

**2. Brief description of the target audience**

The target audience is all people with type 2 diabetes who need training to learn self-care management skills such as limiting carbohydrate intake, increasing physical activity, taking prescribed medications, checking their blood glucose levels, and regularly visiting their health care providers. In 2008, 1,534 people with type 2 diabetes of an average age of 62 years registered for DWBW classes. This diverse group was made up of 127 (8 percent) African American; 256 (17 percent) Hispanic/Latino; 17 (2 percent) Native American; 1,105 (72 percent) Caucasian; and 19 classified as other. Of the 581 registered for CWWD diabetes cooking school classes, most participants were 63 years of age with 39 (7 percent) African American; 63 (11 percent), Hispanic/Latino; 22 (3.9 percent), Native American; 424 (76 percent) Caucasian; 5 (.09 percent), other; and 3 (.54 percent, Asian).

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	12700	41250	0	0
2008	18174	46908	110	0

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

Year	Target
Plan:	0
2008 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	Extension	Research	Total
Plan	0	5	
2008	0	4	4

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- # of group educational sessions conducted.

Year	Target	Actual
2008	1125	1286

**Output #2**

**Output Measure**

- # of research-related projects.

Year	Target	Actual
2008	1	1

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	# of participants who report improved before meals blood glucose levels after attending 5 of the six classes.
2	Number of unsolicited testimonials on the impact of the diabetes education program.

**Outcome #1****1. Outcome Measures**

# of participants who report improved before meals blood glucose levels after attending 5 of the six classes.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	1000	1570

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Poor diabetes management leads to increased health care costs. People with diabetes who maintain their blood glucose, blood pressure, and cholesterol numbers within recommended ranges can keep their costs, health risks, quality of life, and productivity very close to those without the disease. Currently, however, only 7 percent of people with diabetes are at the recommended levels.

**What has been done**

Nine, nutrition/self-care lessons were taught in five sessions to 989 reporting followed by four lesson cooking school taught to 581 reporting by trained Extension professionals and their health coalition members. The primary goal of this Online data collection surveys for both programs provide averages for each question (demographics, blood glucose levels, knowledge questions, lifestyle changes). Initially, diabetic persons' self-reported blood glucose was 140 mg/dL decreasing to 125 mg/dL after 6 months. Diabetes blood glucose control keeps their costs, health risks, quality of life, and productivity very close to those without the disease. This grassroots diabetes educational program is to improve blood glucose management via managing their meal plan/self-care to keep normal blood glucose estimated with \$96.4 M total cost economic impact.

**Results**

\* At the beginning of Do Well, Be Well with Diabetes classes, the average blood glucose before meals reported by participants (989 reporting) was 136 mg/dL, decreasing to 123 mg/dL at 5 weeks (769), and to 117 mg/dL at 6 months (161).

\* 293 (19 percent) reported checking their blood glucose 2 hours after meals.

\* 63 percent (962) of the participants reported having had a hemoglobin A1c during the 12 months prior to the beginning of classes.

\* At the last Cooking Well with Diabetes Class, the average hemoglobin A1c was self-reported at 6.9.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
724	Healthy Lifestyle

**Outcome #2****1. Outcome Measures**

Number of unsolicited testimonials on the impact of the diabetes education program.

**2. Associated Institution Types**

•1862 Extension



**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2008	{No Data Entered}	2115

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

What does problem-centered education really mean to the participants of both the Do Well, Be Well with Diabetes (DWBW) and Cooking Well with Diabetes (CWWD). These were obtained from the online survey data that was entered into the database by each county in which these programs were held.

**What has been done**

After participation in DWBW (1534) and CWWD (581), diabetic individuals wrote on their evaluation surveys unsolicited comments about what both the 5 9-lesson nutrition and self-care lessons and the 4 diabetes cooking school lessons meant by helping them make some significant changes that they told about.

**Results**

Do Well, Be Well Unsolicited Comments about their Success Stories

- \* 'I have been to several other diabetes classes, and I thought I knew everything. I didn't. I have learned a lot.'
- \* 'Due to the education classes, I have lowered my blood sugar from the 300s to 89....'
- \* 'Being a nurse, I have both taught and attended a variety of diabetes education classes. I found this class to be realistic and easy to grasp. When I visited my doctor, I had the best A1c reading I'd ever had. Thanks for all your hard work.'
- \* 'I never realized the importance of exercise. I began walking every morning five weeks ago, and my blood sugar has dropped so much that my doctor told me to quit taking my morning diabetes medication.'
- \* 'I must be doing something right because this morning my blood sugar was the best it's ever been' (2 days after last class).
- \* 'I've been told for years to read labels, but I never knew what I was supposed to read. I'm now reading all my labels since I know what to look for.'
- \* 'After taking these classes, I've become my own advocate. I'll take charge of my diabetes by being an informed patient and knowing what questions to ask my doctor.'
- \* 'After hearing the speaker talk about complications of diabetes, I have renewed determination to keep my diabetes under control.'
- \* 'I'm amazed at portion sizes! I had been eating much more than I needed, but I can already see a difference since reducing my portions.'

Cooking Well with Diabetes Unsolicited Comments about their Success Stories

- \* 'Paying more attention and reading food labels has helped me learn how to reduce salt, sugar, and fat without changing the flavor.'
- \* 'Cooking and eating for diabetes is so much easier than I thought it could be. Now I am able to keep my blood glucose in control.'
- \* 'Now that I am using the plate method, my blood glucose is better controlled.'
- \* 'At McDonald's and other fast food restaurants now, I am making better selections such as salads or fruits instead of French fries, eating small hamburger with no cheese and only 1/2 of the hamburger bun, asking for mustard and no mayonnaise, eating one or two pancakes without butter instead of 3 buttered pancakes. It's given me the information to help me make better choices when eating out.'
- \* One participant reported that she was starving before the series. Now she's controlled her weight by making wise selections of more fiber, knows how to better control portion sizes, recognizes foods high in starch, eats more lean meats and enjoys the new recipes she was given in class.
- \* Another diabetic woman reported that she is cooking differently for her family: adding more fiber, recognizing foods with more starch that affect her blood glucose, controls portion sizes, uses more herbs and spices instead of salt, uses cooking methods without added fat, and has learned to substitute non-caloric sweeteners for sugars in her recipes.
- \* A male participant lost 130 pounds from his participation in both Do Well, Be Well with Diabetes and Cooking Well with Diabetes. He noted: 'The message was very clear: a need to make lifestyle changes.' Both his wife and daughter have also joined him in this new lifestyle of eating more healthful foods and increasing daily activities. His wife no longer has to shop at 'special' female stores. He commented to his county agent: 'The work that you do has saved my life and the life of my family. We are much happier now, and we enjoy life to the fullest.'
- \* 'Great suggestions that are easy to put into practice. As a result I lost 50 pounds last year by eating smaller portions, less starchy vegetables, and carbohydrates.'

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
724	Healthy Lifestyle

**V(H). Planned Program (External Factors)**

External factors which affected outcomes

- Natural Disasters (drought,weather extremes,etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges

#### **Brief Explanation**

Economy and increased gas prices may have prevented participation by more type 2 diabetic individuals. All Statewide training in both the Fall, 2008, Do Well, Be Well with Diabetes classes and 4 diabetes cooking school classes to be in spring, 2009 and forward, have been changed from face to face train the trainer to Online education via Centra. Also, more banner programs such as Childhood Obesity Prevention, Food Protection Management, etc. have taken priority in some parts of the State for other Family and Consumer Sciences programming.

#### **V(l). Planned Program (Evaluation Studies and Data Collection)**

##### **1. Evaluation Studies Planned**

- Before-After (before and after program)
- Other (After last lesson)

#### **Evaluation Results**

### Do Well, Be Well with Diabetes Results

In 2008, 1,534 people with diabetes registered for classes; 1,012 (66 percent) completed the five-week series and the Wrap-Up or post-test; 190 (12 percent) returned for the Six Month Follow Up. The classes were provided in 84 counties.

- The average age of participants was 62 years. 127 (8 percent) were African American; 256 (17 percent) were Hispanic/Latino; 27 (2 percent) were Native American; 1,105 (72 percent) were Caucasian; and 19 were classified as other.
- 610 (40 percent) participants reported their income was below \$20,000
- 1,036 (68 percent) participants reported having no previous diabetes classes.
- 483 (31 percent) reported having diabetes less than one year; 624 (40 percent) reported having diabetes between 1-5 years; and 427 (28 percent) reported having diabetes for 5 or more years.
- 741 (48 percent) reported receiving no meal plan from their doctor.
- At the beginning of classes, the average blood glucose before meals reported by participants (989 reporting) was 136 (milligrams per deciliter) mg/dL, decreasing to 123 mg/dL at 5 weeks (769), and to 117 mg/dL at 6 months (161).
- 293 (19 percent) reported checking their blood glucose 2 hours after meals.
- 63 percent (962) of the participants reported having had a hemoglobin A1c during the 12 months prior to the beginning of classes.
- 82 percent (831) of participants attending the last class rated the classes as excellent.

### Cooking Well with Diabetes Results

During 2004 to 2008, some 92 trained agents conducted cooking schools. Though the sample was small, the positive changes participants made were worth noting. Here are some of the most significant of those results.

- Since the inception of this program, 2,735 diabetic individuals completed registration surveys; 1,966, wrap-up surveys; and 1,247, reunion surveys providing 1,247 sets of useable data. The average age was 62.9 years of age with 2,199 females (79.4 percent) and 536 males (20.6 percent).
- Some 88.9 percent of respondents had never previously participated in a cooking school. The average hemoglobin A1C was reported at 6.9. When asked about the type of meal plan they followed, some 10.6 percent (280) answered diabetes food exchanges; carbohydrate counting, 20.8 percent (595); plate method, 4.7 percent (108); 7.2 percent (206) other meal plans; and 46.2 percent (1088) receiving no meal plan at all. Responses on the registration, wrap-up, and reunion surveys documented an increased knowledge of utilizing healthy food choices for persons with diabetes, the plate method for portion control, and an overall knowledge increase in lifestyle choices (for example, modifying recipes to cut fat, sugar, and salt and increasing fiber). The 2008 evaluations revealed that 82.8 percent (402) could recognize starchy vegetables; at least 75.2 percent (356) knew how to make foods taste sweeter by adding vanilla; and 91.8 percent (492) knew which cooking method would not reduce the fat content of the food. Many other food preparation techniques were learned during the Cooking Well lessons.

### Key Items of Evaluation

### Economic of Diabetes Programming

The potential health care cost savings, resulting from improved management of diabetes by the 2008 participants, is an estimated \$81 million for their remaining years of life.

Example of how collaborations and building a program based on the Diabetes Program Model via community health coalitions with Extension agents in the leadership role as they are the best at knowing how to involve community members and health professionals who can help with planning, implementing and evaluating the program. The program helps people with diabetes learn the basic nutrition skills of recognizing carbohydrates and their relationship to blood glucose management, plus label reading, portion control, cutting fat, sodium, sugar and increasing fiber and skills needed to manage their disease successfully with lifestyle changes, exercise, self monitoring of blood glucose, foot care, medication management, etc.

**Program #3**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Exercise and Wellness

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
724	Healthy Lifestyle	100%		100%	
	<b>Total</b>	100%		100%	

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	8.2	0.0	0.0	0.0
<b>Actual</b>	8.7	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
117900	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
117900	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
726503	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

A local coalition will recruit participants and provide leadership to implement Walk Across Texas! Teams of eight or classes of children at schools will be recruited to walk for six to eight weeks. Teams and classes are challenged to walk regularly for eight weeks, reporting their mileage on <http://walkacrosstexas.tamu.edu>, to achieve the goal of walking the approximate 830 miles across Texas on a map that allows comparisons of teams and class progress. Participants are personally recruited as well as groups like worksites, schools, churches and clubs using free media time.

**2. Brief description of the target audience**

Walk Across Texas! is open to anyone wanting to increase their physical activity level if they live in a community with a AgriLife Extension educator.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	15300	47500	6650	0
2008	23004	113995	11873	0

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2008 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>	0	0	
2008	0	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- # of group educational sessions conducted.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	650	570

**V(G). State Defined Outcomes**

**V. State Defined Outcomes Table of Content**

O No.	OUTCOME NAME
1	Increased number of miles walked per week at week one compared to week eight.



**Outcome #1****1. Outcome Measures**

Increased number of miles walked per week at week one compared to week eight.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	20000	25689

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Texas ranks 8th in the nation as the most physically inactive state and 27 percent of Texans are obese.

**What has been done**

County educators in 100 of Texas 254 counties implemented Walk Across Texas in 2008. Teams of 8, school classes, and individuals walked together across a map of Texas during the 6 to 8 week program. 25689 people, including 7945 school children registered. 12100 adults finished the program.

**Results**

Physical activity levels increased as measured by miles logged into the Walk Across Texas on-line data base. Mileage increased from 21.5 miles on week 1 to 26 miles on the final week, producing a 4.47 mile increase for adults.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
724	Healthy Lifestyle

**V(H). Planned Program (External Factors)****External factors which affected outcomes**

- Public Policy changes

**Brief Explanation**

Participation in Walk Across Texas is supported by many groups advocating for people to increase their physical activity level. Increasing physical activity is stressed as an important way to control weight for adults and children as well as a way to reduce the risks of chronic disease. We continue to support WAT delivery in Title 1 schools with pedometers funded by the Cancer Prevention and Research Institute of Texas to encourage student participation. New guidelines for physical activity in schools also encourages participation in our program.

**V(I). Planned Program (Evaluation Studies and Data Collection)****1. Evaluation Studies Planned**

- Before-After (before and after program)

**Evaluation Results**

In 2008, 100 Texas counties participated in Walk Across Texas. 25,689 total adults and youth registered statewide. Of this total, 17,744 adults registered in the team version and 7,945 youth participated in school teams. 12,299 of the adults participating in the team version finished the entire 8 week program. Mileage increased significantly from 21.5 miles in week one to 26 miles in week eight.

**Key Items of Evaluation**

**Program #4**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Community Resource and Economic Development

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
608	Community Resource Planning and Development	80%		80%	
803	Sociological and Technological Change Affecting Individuals, Families and Communities	20%		20%	
<b>Total</b>		100%		100%	

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	31.1	0.0	0.0	0.0
<b>Actual</b>	44.4	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
601697	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
601697	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
3707669	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

Provided training and curriculum materials to County Extension Agents for purpose of conducting educational programs on community leadership, disaster preparedness, entrepreneurship, and nature based tourism at the county level. Provided multi-county, regional and statewide educational programs on various topics to business owners and community stakeholders utilizing specialist faculty and other government and private sector partners. Coordinated and collaborated with state and federal agencies in rural development activities as well as worked with regional rural development centers in curriculum and professional development. Developed working relationship with rural community colleges to obtain support for local educational activities. Launched a pilot training program with confined livestock operations in Texas Panhandle for workforce development which met needs of agribusiness firms in job retention for a culturally diverse audience.

**2. Brief description of the target audience**

Primary target audiences for the program consist of rural residents (adult and youth), elected and appointed local officials, community leaders/potential leaders, and existing and potential business owner/managers in and around the over 1200 communities in 241 counties that identified community or economic development related topics as an important issue for the county (241 out of the total 254 counties of the state).

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	26750	98100	2350	0
2008	184207	311572	20997	0

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2008 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>	0	0	
2008	1	0	1

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- # of group educational sessions conducted.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	1900	2416

**V(G). State Defined Outcomes**

**V. State Defined Outcomes Table of Content**

O No.	OUTCOME NAME
1	Percent of targeted counties conducting economic development related educational programs.
2	Land owner/managers in selected counties serve as demonstrations of natural resource-based economic development educational programs.
3	Participants of educational programs increasing knowledge of community leadership principles.

**Outcome #1****1. Outcome Measures**

Percent of targeted counties conducting economic development related educational programs.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	25	34

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Broad-based issue identification processes continue to identify priority rural community concerns such as economic growth, jobs, income, and quality of life. Community leaders, elected officials, local business people want their area to survive and thrive in order to maintain adequate infrastructure to grow the population and provide opportunities for young people to stay in the area.

**What has been done**

The mission of the Texas CRED program is the development of individual abilities and community support for creating and growing businesses, jobs, wealth and income. Programs such as Rural Entrepreneurship, Business Retention and Expansion (BRE), Texas Event Leadership Program (TELP), Community Based Planning, Nature Tourism, Agricultural Diversification, value-added enterprises, and cooperative development alternatives have been utilized to meet local identified needs.

**Results**

Some 82 counties of the targeted 241 counties have reported educational program activities addressing issues of community resources and economic development. Exit surveys for 12 Rural Entrepreneurship Support Network workshops indicate knowledge levels of entrepreneurship and e-commerce increased by over 20%. Instructor training sessions were conducted jointly with three community colleges.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
608	Community Resource Planning and Development
803	Sociological and Technological Change Affecting Individuals, Families and Communities

**Outcome #2****1. Outcome Measures**

Land owner/managers in selected counties serve as demonstrations of natural resource-based economic development educational programs.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	12	19

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Natural resource owners (including both large and small sized operations) are looking for ways to generate additional income to maintain the economic viability of their enterprises. Agricultural diversification and nature tourism are strategies that resource owners are evaluating to expand non-traditional activities for economic development, and they want information on what other successful operations are doing. Communities also want to know how they can support regionalism in nature based tourism.

**What has been done**

Educational activities made up of tours, workshops, and seminars were conducted statewide for natural resource owners and community leaders. Selected enterprises provided to Extension specialists detailed information on nature tourism activities and their business model for use in educational programs with other audiences interested in this economic development strategy. Festival & Event Leadership Programs also were conducted for community leaders.

**Results**

Programs such as 'Making Dollar\$ and Sense of Your Wildlife Resources' resulted in increased knowledge of how to increase income from nature tourism strategies. 280 participants attended similar workshops. 100% of respondents said that they increased their knowledge by attending the program. Knowledge on Nature Tourism and Exotic Animals increased over 60%. Almost 3,000 web user sessions was an indication of successful effort to reach more audiences via distance learning. Statewide Event Leadership Training resulted in all participants recommending the workshop to others. 97% of participants (18% Good & 79% Excellent) indicated the workshop improved their professional effectiveness in festival and event planning.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
608	Community Resource Planning and Development
803	Sociological and Technological Change Affecting Individuals, Families and Communities

**Outcome #3**

**1. Outcome Measures**

Participants of educational programs increasing knowledge of community leadership principles.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	65	76

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Issue identification processes at the local level continue to emphasize the criticality of leadership to fostering sustainable and vibrant communities. Community stakeholders must be prepared to build on local strengths through leadership and partner with others to create support for economic development and quality of life.

**What has been done**

'Building Connections: Community Leadership' is an in-depth curriculum to assist participants in determining their individual leadership traits, understand group leadership styles, and develop strategies for effectively leading organizations/communities. The in-depth program is implemented via a train-the-trainer approach through county faculty.

**Results**

Of the 76 participants completing multiple sessions, 12 were youth. 100% of those participating indicated they gained knowledge.

100% indicated they would use various ways to communicate across cultures. 100% indicated they could list characteristics of a good leader.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development
803	Sociological and Technological Change Affecting Individuals, Families and Communities

#### V(H). Planned Program (External Factors)

##### External factors which affected outcomes

- Economy
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration,new cultural groupings,etc.)

##### Brief Explanation

Economic issues were highlighted by the events of 2008. Large increases in the prices of energy and related inputs to rural businesses changed priorities of many firms and communities. As discretionary budgets shrunk due to increased outlays for energy and other supplies, funds available for professional development and travel declined. This likely impacted attendance at in-depth educational programs and the willingness of some enterprises to serve as cooperators for demonstrations to educate others. Population changes in Texas continue to challenge Extension for addressing the community and workforce needs of Hispanic audiences. A pilot program was launched in mid-2008 to provide bilingual workforce education for handling livestock to a diverse audience, but higher feed and energy costs faced by livestock feeders placed less emphasis on the workforce training initiative.

#### V(I). Planned Program (Evaluation Studies and Data Collection)

##### 1. Evaluation Studies Planned

- Retrospective (post program)

##### Evaluation Results

#### Evaluation Examples: Leadership

100% of participants in a leadership development program indicated the information was very timely.

65% of participants indicated they will become more active towards local leadership opportunities.

100% of participants said they gained knowledge relative to leadership characteristics.

100% of participants said they will use 'working in groups' information to develop more effective teams to develop and respond to tasks.

95% of participants stated that leadership skills were enhanced by program involvement.

100% of participants indicated they increased their overall understanding of how to communicate with different cultures.

#### Evaluation examples: Entrepreneurship

100% of respondents indicated that what they learned would provide them the ability to lead and manage their business more effectively.

93% indicated they probably or definitely will develop a marketing plan for their business.

Exit surveys for 12 Rural Entrepreneurship Support Network workshops indicate knowledge levels of entrepreneurship and e-commerce increased by over 20%

#### **Key Items of Evaluation**



Evaluation examples: Leadership

100% of participants in a leadership development program indicated the information was very timely.

100% of participants said they gained knowledge relative to leadership characteristics.

100% of participants indicated they increased their overall understanding of how to communicate with different cultures.

Evaluation examples: entrepreneurship

100% of respondents indicated that what they learned would provide them the ability to lead and manage their business more effectively.

Evaluation examples: agricultural diversification and nature tourism

100% of respondents said that they increased their knowledge by attending the program. Knowledge on Nature Tourism and Exotic Animals increase over 60%.

Statewide Event Leadership Training Program resulted in 97% of participants indicating the program increased their professional effectiveness in leading festivals and events (tourism related).

**Program #5**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Economics and Management

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
602	Business Management, Finance, and Taxation	25%		25%	
604	Marketing and Distribution Practices	25%		25%	
605	Natural Resource and Environmental Economics	10%		10%	
606	International Trade and Development	10%		10%	
608	Community Resource Planning and Development	10%		10%	
610	Domestic Policy Analysis	20%		20%	
<b>Total</b>		100%		100%	

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	21.9	0.0	14.0	0.0
<b>Actual</b>	24.0	0.0	12.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
325242	0	1895427	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
325242	0	1044115	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
2004145	0	2432614	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

Numerous activities, events and experiences were conducted to address the needs of producers and other clientele in the area of economics and management. These included but were not limited to workshops, one-on-one intervention, marketing clubs, cooperatives, popular press articles, extension publications, and other methods as needed. These educational approaches focused on the identified needs of those who participated in our programs.

Work of Texas AgriLife Research and Texas AgriLife Extension Service was conducted jointly where research-based information was generated and then transferred to clientele. This work was conducted primarily on campus with dissemination efforts both on campus and at various research and extension centers across the state.

Collaborative efforts are also an important part of this area. Work with various commodity groups and other agencies are routinely conducted by both Texas AgriLife Research and Texas AgriLife Extension Service faculty. Examples of this work include the grain and livestock organizations on Biofuels work and the Farm Service Agency on price projections for the coming year.

**2. Brief description of the target audience**

The target audience for the economics and management programs included all Texas producers. Specifically, commercially viable agricultural producers are targeted, but additional efforts are targeted to small scale operators, part-time producers, new/young landowners/producers, and commodity groups.

The target audiences were very diverse in knowledge, skills, attitudes, and aspirations to learn and adopt important strategies to be successful. Therefore, the methods used in this area vary depending on which audience is being addressed.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	26500	43000	0	0
2008	35861	82642	846	0

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2008 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>	0	130	
2008	0	204	204

**V(F). State Defined Outputs**

**Output Target**

**Output #1****Output Measure**

- # of group educational sessions conducted.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	1110	964

**Output #2****Output Measure**

- # of research-related projects.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	45	47

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	Percent of producers that report a savings in money or increased profit by best management practices adopted.
2	% of target audience that reports an increased knowledge of economics and management strategies.
3	Number of producers who conduct whole farm or ranch risk assessment evaluations.

**Outcome #1****1. Outcome Measures**

Percent of producers that report a savings in money or increased profit by best management practices adopted.

**2. Associated Institution Types**

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	35	63

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Producers attending in-depth workshops are learning the information needed to improve their risk management skills, and increase their economic returns.

**What has been done**

A 2.5 year post survey was mailed to participants of the 2006 Master Marketer program to determine knowledge gained, adoption of new practices, and economic impact. The survey was an in-depth 14-page survey that was followed up with reminder postcards and phone calls. The survey was done 2.5 years after the initial program to allow time for adoption of new practices and to identify economic impacts.

**Results**

Survey results indicated participants increased understanding of risk management tools, increase their willingness to use new tools and analysis, and felt that they had increase their income by an average of \$84,755 relative to how they would have performed before going through the program.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
604	Marketing and Distribution Practices
602	Business Management, Finance, and Taxation
610	Domestic Policy Analysis

**Outcome #2****1. Outcome Measures**

% of target audience that reports an increased knowledge of economics and management strategies.

**2. Associated Institution Types**

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	65	70

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Producers attending in-depth workshops are learning the information needed to improve their risk management skills.

**What has been done**

Pre-test and post-test instruments were used to determine knowledge gained at Master Marketer, Profitability Workshops, Understanding the Dairy Industry.

**Results**

Master Marketer graduates (49 respondents) showed a knowledge gain of 42.02% from pre-test to post-test. The respondents from nine of the Profitability Workshops showed an average knowledge gain of 85.8% from pre-test to post-test. The 34 respondents from Understanding the Dairy Industry Profitability Workshop showed an average knowledge gain of 133% from pre-test to post-test.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
604	Marketing and Distribution Practices
602	Business Management, Finance, and Taxation
605	Natural Resource and Environmental Economics
610	Domestic Policy Analysis

**Outcome #3****1. Outcome Measures**

Number of producers who conduct whole farm or ranch risk assessment evaluations.

**2. Associated Institution Types**

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2008	100	138

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

The FARM Assistance model (financial simulation strategic planning tool) was used to complete 130 analyses for producers, and another 8 for demonstrations or agent planning purposes. The completed analyses for producers represent over 276,035 acres and almost \$105,705,000 million in managed assets. A comparison of various scenarios analyzed show that strategic planning tools can have economic benefits.

**What has been done**

Participants are able to analyze their own economic situation over a 10-year planning arise in using the FARM Assistance model.

**Results**

Comparing the defense between the basic situation and one alternative scenario implies that producers using the program, on average, could expect a \$24,800 per year difference in net worth.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
604	Marketing and Distribution Practices
602	Business Management, Finance, and Taxation
610	Domestic Policy Analysis

## **V(H). Planned Program (External Factors)**

### **External factors which affected outcomes**

- Natural Disasters (drought,weather extremes,etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Programmatic Challenges

### **Brief Explanation**

No major external factors affected programming in 2008.

## **V(I). Planned Program (Evaluation Studies and Data Collection)**

### **1. Evaluation Studies Planned**

- Retrospective (post program)
- Before-After (before and after program)

### **Evaluation Results**

### **Key Items of Evaluation**



**Program #6**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Water Management

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
111	Conservation and Efficient Use of Water	50%		50%	
112	Watershed Protection and Management	50%		50%	
	<b>Total</b>	100%		100%	

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	27.1	0.0	16.0	0.0
<b>Actual</b>	27.5	0.0	19.4	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
372673	0	1493103	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
372673	0	2282059	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
2296416	0	3879258	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

Publish research findings generated through evaluation of best management practices to efficiently manage available water resources, to limit off-site contaminant transport from production, processing, and landscaping systems, to utilize alternative water sources and to remove contaminants from impaired/alternative water sources.

Develop and conduct research and educational programs utilizing direct and indirect educational methods to support efficient utilization and conservation of water resources, to develop alternative water supplies, to implement best management practices on agricultural production and landscapes to protect water resources from contaminants, to promote proper management of surface and ground water resources, to enhance rainwater harvesting and to remove contaminants from impaired water supplies.

The work of the Texas AgriLife Research and Texas AgriLife Extension Service is conducted jointly where research-based information is generated and then transferred to clientele.

Continue development of educational resources such as articles, fact sheets, bulletins, curriculum materials, short course manuals and other teaching materials.

**2. Brief description of the target audience**

Programs focusing on the issue of Water addresses target audiences including but not limited to producers, homeowners, landscape managers, industry practitioners, water resource managers, school teachers, and others who identify themselves with this issue.

Our research and education programs target specific issues and audiences to assure a relevant and timely response. Water is an issue that crosses all boundaries between rural and urban audiences. Our programming addresses a broad range of water issues including water use efficiency, water quality protection and water resources management for a broad range of audiences. All of the targeted audiences need to increase their water literacy to ensure the ability to make informed decision about water management. The long-term issue of having a sufficient water supply will be addressed through an integrated approach.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	7500	42000	4500	0
2008	31807	115230	3661	0

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	1
2008 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>	0	165	
2008	0	176	176

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- The number of group educational sessions conducted on water issues.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	350	946

**Output #2**

**Output Measure**

- # research-related projects.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	53	60

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	% of participants who report an increased knowledge of best management practices related to water mangement.
2	% of participants who report the plan to or have adopted best management practices related to water management.

**Outcome #1****1. Outcome Measures**

% of participants who report an increased knowledge of best management practices related to water management.

**2. Associated Institution Types**

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	55	89

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Our clientele must make informed decisions regarding the conservation of our water resources. They must understand water resources, best management practices for protecting our water resources, effective practices for treating wastewater, irrigation technologies, irrigation scheduling, and policies for efficient use of the resource. Water management strategies are needed to efficiently utilize available water resources. Stormwater management is a critical issue for protecting our water resources. Rain fall can carry contaminants from our property which degrade our water resources. People must have a functional knowledge of the hydrologic cycle to understand how rain replenished our lakes, rivers, aquifers and oceans. This valuable water can be contaminated by the soil, nutrients, pesticides and organic matter critical to maintaining our lives.

**What has been done**

A series of training events were implemented to raise the water literacy of the various target audiences. The short courses ranged in length from 6 to 32 hours of instruction depending on the audience and desired learning objectives. The topics at the various training events described irrigation technologies, irrigation scheduling, crop water requirements, ET estimation, harvesting rainwater, stormwater management, watershed planning, wastewater source evaluation, wastewater treatment technologies, installation practices, operation and maintenance practices, water treatment and disinfection practices.

**Results**

The water educational programs are increasing the knowledge of course participants relative to identified topics. A general approach to evaluating knowledge gained is placing a quantifying statement on a satisfaction survey of 'I gained knowledge through participation in this educational event (yes/no)'. The retrospective pre-then post evaluation method is used to gain a perspective on knowledge gained with respect to specific topics. Most participants state that they gained knowledge through participation in our educational activities. The knowledge gained with respect to individual topics has greater variability based on their knowledge upon entry to a specific course. The knowledge gained information is valuable for refining and assessing the need for continued delivery of specific topics. The respondents reporting knowledge gained ranged from about 60 to 100 percent based on the topic and course.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
112	Watershed Protection and Management
111	Conservation and Efficient Use of Water

**Outcome #2****1. Outcome Measures**

% of participants who report the plan to or have adopted best management practices related to water management.

**2. Associated Institution Types**

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	20	57

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Our clientele must implement best management practices to manage their livestock and poultry production systems, crops, rangeland, landscapes and wastewater treatment systems. The clientele must select appropriate technologies and effectively manage those technologies to make informed decisions regarding the conservation of our water resources. They must understand water resources, best management practices for protecting our water resources, effective practices for treating wastewater, irrigation technologies, irrigation scheduling, and policies for efficient use of the resource. Water management strategies are needed to efficiently utilize available water resources.

**What has been done**

A series of training events were implemented to raise the water literacy of the various target audiences. The short courses range in length from 6 to 24 hours of instruction depending on the audience and desired learning objectives. The topic at the various training events described irrigation technologies, irrigation scheduling, crop water requirements, ET estimation, harvesting rainwater, stormwater management, watershed protection, wastewater source evaluation, wastewater treatment technologies, installation practices, operation and maintenance practices, water treatment and disinfection practices.

**Results**

The water educational programs describe best management practices and water management strategies capable of conserving our precious water resources. Course participants are asked about their willingness to adopt specific practices described during the training event. Their willingness to adopt is dependent upon many factors including the cost of the practice, return on investment, risks associated with current practices versus recommended practices, regulatory implications, incentives for adoption, safety issues and public perception. The respondents indicating a willingness to adopt specific practices ranged from 20 to 80 percent based on the educational event and practices discussed.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
111	Conservation and Efficient Use of Water
112	Watershed Protection and Management

**V(H). Planned Program (External Factors)****External factors which affected outcomes**

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Other (Other Program Areas)

**Brief Explanation**

Two major hurricanes hit the Texas coast during 2008. These events caused excessive damage and disrupted educational programs in the region.

**V(l). Planned Program (Evaluation Studies and Data Collection)**

**1. Evaluation Studies Planned**

- Retrospective (post program)
- Case Study
- Other (Anecdotal)

**Evaluation Results**

### Summer Science Teacher Academy

The Summer Science Teacher Academy, developed by the Junior Master Gardener program, provided extensive training in core science content areas to increase science competencies and knowledge for teachers teaching grades 3-6. The goal of the training was to empower teachers to feel more confident in teaching science in the classroom, share what they learned with students, and adopt practices in the classroom to improve science education for youth.

The 3-day training, held at the Texas 4-H Conference Center, focused on hands-on and classroom instruction in the following content areas: aquatic biology, GIS/GPS, plant/garden science, entomology, soil science, rainwater harvesting and water education.

The following data focuses on rainwater harvesting and water education:

#### Knowledge Gained:

27 of 27 (100%) respondents indicated an increase in knowledge of rainwater harvesting to conserve water; the average percent increase in knowledge was 98.33.

27 of 27 (100%) respondents indicated an increase in knowledge of watersheds and water systems; the average percent increase in knowledge was 62.92.

#### Intent to Adopt:

19 of 22 (86.36%) respondents stated they probably will or definitely will adopt practices related to installing a garden at their school. 5 respondents have already adopted this practice.

22 of 26 (84.62%) respondents stated they probably will or definitely will adopt practices related to installing a rainwater harvesting system.

18 of 28 (64.29%) respondents stated they probably will or definitely will adopt practices related to modifying soil for water conservation.

### Earth-Kind® Landscaping

Earth-Kind® Landscaping addresses Natural Resource Conservation and Management through the use of sustainable landscaping principles and practices. The primary goals of Earth-Kind Landscaping: landscape water conservation; reduction of fertilizer & pesticide use; reduction of yard wastes entering landfills; and landscaping for energy conservation (website: <http://earthkind.tamu.edu/> ).

For the period of 09/01/2008 – 11/30/2008, 109 Master Gardener trainees completed Earth-Kind evaluation instruments following on-site presentations in Dallas, Travis, and Wichita counties; resulting in the following data:

#### Knowledge Gained:

109 of 109 (100%) respondents indicated an increase in knowledge of landscape water conservation practices including landscape design, rainwater harvesting, irrigation system management, plant selection, mulching, and soil preparation; the average percent increase in knowledge of these practices ranged from 15.63 to 29.63.

#### Intent to Adopt:

109 of 109 (100%) respondents stated they probably will or definitely will adopt landscape water conservation practices.

### Texas Watershed Planning

The Texas Watershed Planning Short Course aims to equip watershed coordinators and water professionals with the tools they need to plan, coordinate and implement watershed protection efforts. This four-day course covers partnership building; identifying solutions; watershed characterization; and designing an implementation program. Individuals interested in or responsible for watershed protection and restoration including employees and volunteers with federal, state, county, and local agencies; soil and water conservation districts; universities; consulting firms; non-governmental organizations; and watershed groups will benefit from this course. The course was conducted on June 2-6, 2008 with 42



participants. Based on a pre- and post-exam to assess a gain in knowledge, 17 participants increased their exam score by 20 or more points; 13 participants increased their exam score by 10 or more points; and 10 participants increased their exam score by less than 10 points. Two participants did not increase their exam score. The post-course Evaluations showed that overall participants were really receptive to ideas and strategies given by the various speakers. Nearly 30 participants stated in the post-course evaluation how they will take home these ideas/strategies and implement them in their own way or how they can be better prepared for future meetings in their watershed and involving stakeholders, partners, etc.

#### Irrigation Workshops

Irrigation workshops were conducted as part of the Irrigation Training Program series sponsored in part by the Texas Water Development Board. Development of this program included development of a training curriculum and compilation of a reference notebook that was used in six irrigation training events conducted at Lubbock, Chillicothe, Mercedes, and Sinton. Evaluations from the Lubbock and Chillicothe events are summarized below.

Continuing Education Units were offered for TDA Licensed Pesticide Applicators, Texas Certified Crop Adviser Program licensed Certified Crop Advisers, and Irrigation Association licensed Certified Irrigation Designers and Certified Agricultural Irrigation Specialists. Subject matter included soil moisture management; evapotranspiration-based irrigation scheduling; low pressure center pivot irrigation (LEPA, LESA, MESA) and subsurface drip irrigation technologies, management, maintenance and trouble-shooting; crop-specific irrigation management for key crops, tailored by region (cotton, grain and forage crops in the Texas High Plains, South Plains and Rolling Plains); NRCS EQIP cost share program requirements; and water-related regulatory and legislative issues.

At the Lubbock event, there were 43 participants, but only 9 evaluations returned. Knowledge gained ranged from 5 of 9 to 9 of 9 participants. At the Chillicothe event, there were 44 participants, with 25 evaluations returned. The number of people reporting knowledge gained ranged from 14 of 25 to 21 of 25 based on the topic. At the Sinton and Mercedes events, there were 143 participants with 113 people reporting knowledge gained.

#### Landscape Irrigation Short Courses

A series of landscape irrigation short course are available through the Texas School of Irrigation. A total of 20 short courses were held during 2008 with 286 professionals attending the courses. These courses cover a variety of topics including landscape irrigation auditing, weather station management, irrigation design using CAD systems, and evapotranspiration based scheduling. The courses had 286 participants with 286 reporting a gain in knowledge and 173 reporting a willingness to adopt practices.

#### Key Items of Evaluation

**Program #7**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Parenting and Dependent Care

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
802	Human Development and Family Well-Being	100%		100%	
	<b>Total</b>	100%		100%	

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	11.8	0.0	0.0	0.0
<b>Actual</b>	9.4	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
127386	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
127386	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
784957	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

Texas AgriLife Extension Services' Family Development and Resource Management Unit is committed to providing educational programs to support and strengthen Texas families. In the areas of parenting, child care, and dependent care, the Texas AgriLife Extension Service offers a wide range of programs and resources to citizens across the state. Programs and resources include train-the-trainer workshops for professionals and volunteers, multi-session parent education workshops, 1-2 hour lectures, distance education workshops, self-study child care training guides, internet resources (e.g., online child care courses, fact sheets, research briefs, trend data, links to juried websites), and newsletters.

**2. Brief description of the target audience**

Target audiences for child care programming include adults and teens providing care for children birth through age 10 in family, center and school-aged settings. Target dependent care audiences include adults and teens providing care for adults and children who are unable to provide some portion of care for themselves due to illness or age-related disabilities. Programs and resources are accessible to target audiences regardless of gender, marital status, family status, race/ethnicity, income level, or educational level. It is estimated that 70% of this audience falls under the category of "low-income."

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	15100	38000	7000	0
2008	15293	72656	3061	0

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2008 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>	0	0	
2008	0	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- # of group educational methods conducted.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	1030	1031

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	% of child care providers who increase their knowledge of child care best practices as a result of participating in child care provider trainings.
2	% of dependent care providers who increase their knowledge of dependent care best practices as a result of participating in depend care trainings.
3	% of parents who increase their knowledge of parenting practices as a result of attending parenting trainings.
4	% of fathers (father-figures) who increase the amount of time spent reading to their children.

**Outcome #1****1. Outcome Measures**

% of child care providers who increase their knowledge of child care best practices as a result of participating in child care provider trainings.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	65	97

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Over 60 percent of children from birth through age 6 receive some form of child care on a regular basis from persons other than their parents. It is estimated that there are over 100,000 child care providers caring for more than 760,000 children under the age of 13 in child care facilities in Texas. Children who receive high-quality care develop better language, math, and social skills; exhibit fewer behavior problems; and tend to be better prepared for entrance into school (NICHD, 2006).

**What has been done**

Current and/or prospective child care providers, managers, and early childhood educators can enhance their knowledge and skills related to the care and education of children through regional child care conferences, county workshops, online courses, newsletters, and self-study courses provided by the Texas AgriLife Extension Service. Providers completing the above programs can acquire the necessary annual training hours and continuing education units determined by the Texas Department of Family and Protective Services (TDFPS).

**Results**

In 2008, county Extension agents and their collaborators conducted 20 child care provider training conferences throughout the state of Texas for approximately 2,700 child care providers and directors who provide care for over 30,000 children enrolled in more than 650 child care centers or family day homes. A total of 14,932 clock hours of training were provided to child care professionals seeking to meet state-mandated training requirements established by the state of Texas.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
802	Human Development and Family Well-Being

**Outcome #2****1. Outcome Measures**

% of dependent care providers who increase their knowledge of dependent care best practices as a result of participating in depend care trainings.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	65	91

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Texas has the fourth largest population in the nation of adults over age 65. Families provide an estimated 80 percent of care to older adults, with the remaining 20 percent provided by formal community agencies and institutional facilities. Estimates show that Texas has approximately 2.1 million caregivers, who provide more than 2.2 billion hours of care valued at more than \$22 billion.

**What has been done**

Texas AgriLife Extension Service continues to sponsor and/or actively participate in eldercare conferences throughout the state. Conferences, which cover topics such as fall prevention, grandparents raising grandchildren, memory loss, and medication management, exist on a county or multi-county basis, often offering continuing education units to attendees. Participants in these conferences report learning new information and skills related to eldercare as a result of attending.

**Results**

Eldercare conferences provided more than 2,700 educational contacts, both professional - including but not limited to nurses to social workers to long-term care administrators and activity directors - and non-professional, of whom 63 percent were female. Many of these conferences offered continuing education through various professional accrediting boards, totaling nearly 300 hours.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
802	Human Development and Family Well-Being

**Outcome #3**

**1. Outcome Measures**

% of parents who increase their knowledge of parenting practices as a result of attending parenting trainings.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	65	97

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Parents' contributions to their children's development are unparalleled, especially during their early childhood years. Children who grow up with actively involved and nurturing parents reap numerous benefits, including better school performance, increased self-esteem, healthier relationships with peers, and greater access to financial resources. Children who are raised in environments in which parents are fully involved are less likely to engage in behaviors that put them at risk for a variety of physical and mental health problems.

**What has been done**

The Texas AgriLife Extension Service conducted approximately 200 educational events for parents, including lessons on child development, guidance/discipline, parent-child communication, and promoting a child's self-esteem.

**Results**

A 2008 evaluation study with more than 300 program participants revealed that over 90% acquired new information from the classes, plan to utilize the information gained in the classes to improve their parenting practices, believe that the information presented will help them become better parents, and feel more confident as parents.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
802	Human Development and Family Well-Being

**Outcome #4**

**1. Outcome Measures**

% of fathers (father-figures) who increase the amount of time spent reading to their children.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	50	85

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Learning to read and write are skills that are essential to a child's success in school and later life. According to many experts, the single most important activity that parents can do to help their children acquire essential literacy skills is to read aloud to them. 60 percent of 3- to 5-year-olds have a family member who reads to them daily; however, in a random survey conducted with 894 men and women across the nation, researchers discovered that 40.2 percent of fathers never read to their children.

**What has been done**

Fathers Reading Every Day (FRED) is a family literacy program designed by the Texas AgriLife Extension Service to increase parental involvement in children's early literacy development, with a specific focus on fathers. During the FRED program, fathers and father-figures of children enrolled in Head Start, Even Start, elementary schools, and child care centers are presented with research-based information to help them begin daily reading activities with their children.

**Results**

In 2008, approximately 80 educational FRED events were held across the state of Texas, reaching nearly 6,000 participants. Recent figures from a 2008 evaluation study involving more than 770 FRED participants found statistically significant differences from pre to post in the amount of time fathers spent reading to their children, number of books read during a typical week, level of father involvement in their children's education, time spent with their children, and level of satisfaction with the father-child relationship.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
802	Human Development and Family Well-Being

**V(H). Planned Program (External Factors)****External factors which affected outcomes**

- Natural Disasters (drought, weather extremes, etc.)
- Appropriations changes
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

**Brief Explanation**

A number of factors influenced the number of participants who attended Extension-sponsored educational events. Weather-related issues, for example, forced the cancellation of one of Extension's most widely attended child care conferences in Kerr County. Additionally, there is growing competition among agencies/organizations to offer services to families and the professionals who work with them.

**V(I). Planned Program (Evaluation Studies and Data Collection)****1. Evaluation Studies Planned**

- After Only (post program)
- Retrospective (post program)
- Before-After (before and after program)

**Evaluation Results**

Fathers Reading Every Day:

An evaluation study with more than 220 fathers who completed the FRED program in 2008 revealed statistically significant differences from pre to post in the following areas: the amount of time someone in the family spent reading to their children, the amount of time fathers spent reading to their children, the number of books read during a typical week, fathers' involvement in their children's education, the quality and quantity of time fathers spent with their children, and the quality of the father-child relationship. Moreover, participants averaged 9 hours of reading time with their children and read an average of 42 books over the course of the four-week program.

Child Care: A post-only evaluation study with more than 2,300 early childhood educators was conducted by the Texas AgriLife Extension Service in 2008. Participants in this study were asked to indicate their agreement or disagreement with a series of items related to the trainings. Four specific domains were assessed (i.e., acquisition of new information, intent to use information, training's influence on provider/program quality, and relevancy of training) along with an "Other" category.

Results indicate that child care providers found the trainings to be very beneficial. Over 90 percent of participants acquired new information from the conferences (97 percent), considered the trainings to be very relevant to the work they do (94 percent), plan to utilize the information gained at the conferences to improve their programs (96 percent), consider themselves better equipped to work with the children in their care (97 percent), and consider the trainings to be very cost effective (94 percent). Moreover, 75% of child care providers rated the quality of the trainings "Better" or "Much Better" compared to other trainings they have attended that were not conducted by Extension.

Parenting: In 2008, the Texas AgriLife Extension Service conducted an evaluation study with 338 parents who participated in Parenting Connections, a 4-week program containing lessons on child development, guidance/discipline, parent-child communication, and promoting a child's self-esteem. Participants were asked to indicate their agreement or disagreement with a series of items related to the parent education classes. Over 90% of participants acquired new information from the classes, plan to utilize the information gained in the classes to improve their parenting practices, believe that the information presented will help them become better parents, and feel more confident as parents.

**Key Items of Evaluation**



**Program #8**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Character Education

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
806	Youth Development	100%		100%	
	<b>Total</b>	100%		100%	

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	13.6	0.0	0.0	0.0
<b>Actual</b>	8.7	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
117900	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
117900	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
726503	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

Extension agents will form coalitions of community organizations to deliver character education to young people and adults and will train other adults as teachers for a variety of community groups and organizations as well. Character education will be delivered through the 4-H program, public and private schools and school-based clubs, juvenile courts and probation, activities directed to at-risk youth, sports programs, youth livestock activities and job skills and workforce training.

**2. Brief description of the target audience**

County Extension Agents, Ag Science teachers, youth 4-19, volunteer leaders, parents, schools, community education and service organizations.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	8950	85000	17000	0
2008	7273	23455	39675	0

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2008 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>	0	0	
2008	1	1	2

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- # of group educational sessions conducted.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	2050	832

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	% of youth who report abilities (skills) changed as a result of participation in character education programs.
2	% of youth who plan to adopt character paractices as a result of participation in character education programs.
3	# of youth who report an increased knowledge of character education principles.

**Outcome #1****1. Outcome Measures**

% of youth who report abilities (skills) changed as a result of participation in character education programs.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	20	20

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Enhancing character education is a high priority for AgriLife Extension. This encourages an environment that fosters ethical, responsible, and caring young people and adults.

**What has been done**

Character education efforts included working with the entire community, school curriculum, and culture with Texas youth and families to understand the 'Six Pillars of Character'. A positive image of youth livestock programs was emphasized with Texas 4 H through Quality Counts.

**Results**

A variety of methods was used to collect data. Most common methods used were on site administration of retrospective surveys to all participants. Observation data were also collected when feasible and applicable. Results indicate that youth have developed skills to manage stress, goal setting, and how to help others.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #2****1. Outcome Measures**

% of youth who plan to adopt character practices as a result of participation in character education programs.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	10	10

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Youth issues of character, ethics, morals, education and job preparation are important to Texas citizens to promote safe communities in which to live.

**What has been done**

AgriLife Extension faculty taught and supported character education throughout the entire county.

**Results**

Through various evaluation strategies, participants have noted changes in behavior in the areas of caring for others, goal setting, responsibility of actions, and showing respect to others.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #3**

**1. Outcome Measures**

# of youth who report an increased knowledge of character education principles.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	65	65

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

In order to truly adopt character principles, youth and families must first learn character education principles and philosophies.

**What has been done**

Efforts were directed toward making character education an integral part of all AgriLife Extension youth and family education through in school curriculum, after school programs, and the youth livestock program.

**Results**

Participants have revealed knowledge increases in the areas of trustworthiness, ethics, respect, personal safety, goal setting, caring for others, and personal responsibility.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**V(H). Planned Program (External Factors)**

**External factors which affected outcomes**

- Appropriations changes
- Public Policy changes
- Competing Public priorities
- Competing Programmatic Challenges

**Brief Explanation**

External factors that affected the outcomes included agency funding directed this year to strengthening the "Quality Counts" livestock ethics character education program for Texas 4-H. In addition, character education programs are also starting to be implemented with Juvenile Detention Centers.

## **V(I). Planned Program (Evaluation Studies and Data Collection)**

### **1. Evaluation Studies Planned**

- Retrospective (post program)
- Before-After (before and after program)
- Other (Master of Science - Thesis)

### **Evaluation Results**

One Master of Science project focused on the Character Education with youth livestock exhibitors. The results are noted below: Respondents also state that they have seen behavior changes in participants related to withdrawal times, parents incorporating practices at home, ethics/character, how to read a feed tag, and calculating average daily gain.

An additional study conducted revealed that: 90% of youth said they are more responsible, 85% of youth said they have increased citizenship by following food labels and proper protocol for human consumption, and 79% of youth said they now they have developed goals.

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### **Key Items of Evaluation**

Character Education is important for youth and adults and must be in integral part of everything we do.

**Program #9**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Out of School Time

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
806	Youth Development	100%		100%	
	<b>Total</b>	100%		100%	

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	5.4	0.0	0.0	0.0
<b>Actual</b>	2.9	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
39300	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
39300	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
242168	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

The following activities were conducted for the Out of School Time program:

- Provide training for Extension professionals on collaborating with out of school programs, establishing 4-H clubs in after-school programs, and after-school curriculum resources
  
- Write 6-8 grade after-school curriculums that is career oriented -- completed the curriculum and provided each county with a resource copy. The curriculum included 6 comprehensive units: Leadership, Fabric & Fashion Design, Entomology, Ag Literacy, Nutrition & Health, and Entrepreneurship. Also provided in the curriculum was afterschool staff training resources, parent newsletters in English and Spanish, community service ideas related to each unit, retrospective post evaluations for each unit, and end of unit games. The curriculum is also available as a for sale publication.
  
- Establish collaborations between county 4-H programs and out of school programs
  
- Extension educators conduct training for out of school programs in youth development, curriculum resources, and establishing 4-H clubs in out of school programs
  
- Evaluate youth involved in out of school time programs on their development of life skills

**2. Brief description of the target audience**

The following groups are the target audience for this program:

- Youth in Texas involved in out of school time programs and activities
  
- Extension educators
  
- Out of school time educators and programs

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	11000	21600	38500	0
2008	10055	88026	95900	0

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2008 :	0

**Patents listed**



**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>	0	0	
2008	0	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- # of curriculum developed for 6-8 grade students that emphasizes career exploration.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	0	1

**Output #2**

**Output Measure**

- # of group education sessions conducted.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	4350	2598

**Output #3**

**Output Measure**

- Number of trainings conducted by Extension educators with out of school time programs.

*Not reporting on this Output for this Annual Report*

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	% of 4-H after-school club participants who develop new life skills.
2	# of new 4-H after-school clubs established.
3	# of collaborations with out of school time programs.

**Outcome #1****1. Outcome Measures**

% of 4-H after-school club participants who develop new life skills.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	25	25

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Youth who participate in positive youth development programs increase life skills. 4-H Afterschool clubs are recognized as positive youth development programs, and therefore, can make a positive impact on youth in life skills development and application.

**What has been done**

4-H Afterschool clubs focus on the 4 H's -- Head, Heart, Hands, Health. These concepts are directly tied to life skills which are important to positive youth development. Examples of concepts being taught, regardless of the project, include teamwork, communication, problem-solving, decision-making and more. Through project participation and leadership opportunities, youth are gaining these skills.

**Results**

Youth in 4-H Afterschool clubs are taking on leadership roles as a result of their involvement in the program. They are also integrating into the traditional 4-H program and participating in County, District and State 4-H events and activities such as public speaking, foods & nutrition, photography, and more.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #2****1. Outcome Measures**

# of new 4-H after-school clubs established.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	10	10

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Youth who participate in youth development clubs are more successful in school, participate more in community activities, and develop life skills. It is important for youth to have a sense of belonging and that is an important part of being a member of a 4-H Afterschool Club. These clubs provide opportunities for youth who might not otherwise be able to participate and also provides a significant adult in their life.

**What has been done**

There were 8,914 youth involved in 4-H Afterschool Clubs in Texas in 2008. Counties were encouraged to seek out opportunities to partner with non-traditional audiences, specifically afterschool programs, to provide programming support and encourage the development of Afterschool Clubs.

**Results**

Participation on 4-H Afterschool clubs has increased and 10 new clubs were formed. Significant participation with afterschool clubs can be found in Bexar County, Travis County, and several other suburban and rural counties as well.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #3**

**1. Outcome Measures**

# of collaborations with out of school time programs.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	10	10

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

4-H does not establish or manage afterschool programs. There are many different organizations who do manage afterschool programs such as YMCA, Boys and Girls Club, schools, churches, etc. These programs have a facility and the youth while Extension can provide the educational resources.

**What has been done**

County extension agents have established collaborations with afterschool programs to expand the outreach of the 4-H program to non-traditional audiences. Agents have provided training for afterschool staff, conducted 4-H Afterschool activities with participants and assisted some sites in establishing 4-H Afterschool clubs. This also requires training a staff member to act as the club manager and lead 4-H projects with the club.

**Results**

As a result of agent effort, 10 new collaborations were established with afterschool sites. Examples of afterschool sites where collaborations exist include: Boys & Girls Clubs, YMCA, 21st Century Learning Center Programs, Communities in Schools Programs, church afterschool programs, housing authority programs, and military base afterschool programs.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**V(H). Planned Program (External Factors)****External factors which affected outcomes**

- Economy
- Appropriations changes
- Competing Programmatic Challenges

**Brief Explanation**

As the economy continues to change, families may have to discontinue afterschool programs because they cannot afford to continue paying for them. This could lead to youth having no structured activities to participate in until their parents get home from work. Funding on the federal and state level can impact the quality of afterschool programs that are provided. If afterschool programs have to reduce staff, then they may also have to reduce the number of youth they can serve. There are many other youth development organizations who are competing for the time of youth. 4-H must make itself attractive and relevant to today's youth and to afterschool programs so that collaborations will continue and more can be established.

**V(I). Planned Program (Evaluation Studies and Data Collection)****1. Evaluation Studies Planned**

- Retrospective (post program)
- Before-After (before and after program)

**Evaluation Results**

There were 3 counties from which evaluation data could be gathered. Results are as follows:

Dallas County -- Three different types of surveys were conducted: Facilitator surveys, parent surveys and youth surveys. Results from the facilitator surveys reflected that they strongly agreed or agreed that the Yea 4-H afterschool program helped students academically, helped students learn how to get along with others, and facilitated positive behavior among the participants. Youth survey results for K-2 (group interviews were conducted) reveal that 80% wanted to continue the Yea 4-H program; 73% said they liked the Yea 4-H program a lot; Some of the things that the youth said they learned included respect and manners. The 3-5 grade survey results revealed that they really liked or liked most of the time the Yea 4-H program. Some of the significant things that this age group learned included: food preparation, the harmful effects of smoking, being a friend and having fun with other friends, learning to change their attitude and have more self control, sportsmanship, responsibility, and to treat people how they would want to be treated. Parent survey asked the question, "what has your child learned in the Yea 4-H program that they have used in their daily life at home?" Responses included: how to try new things, social skills, patience, caring, sharing, to make friends, to make good choices, better listening skills, better communication skills, respect, conflict resolution skills.

Bexar County -- There is significant programming at military bases in San Antonio. Pre-Post Surveys were administered aimed at measuring the five domains of influence of the Outreach Program on: (1) Leadership Skills, (2) Personal Character and Ethics, (3) Knowledge and Skills, and (4) Personal Perception of Control Over Life Outcomes. Additionally, Texas AgriLife On-Line Customer Satisfaction Surveys were administered to a random selected group of Adult Leaders actively involved with the Youth Development Council and those filling positions of 4-H Club Managers and Project Leaders. all age groups surveyed felt that "...they were strongly involved in planning club activities" and "...were rewarded for his/her work in 4-H." Encouraging results were also shown in the areas of "...making choices every day that help me be a better person," "working hard at learning to reach a goal," and "deciding on a career and getting education for it." One of the areas previously identified as needing increased emphasis was that of "...getting youth in our program to meet and interact with other 4-H members within Bexar County." In response to this finding all sites are being encouraged to host as many county/district/State 4-H events as possible and utilize monies to pay for transportation costs of youth to various activities when and if funds are needed. The majority of youth participating in the program felt that had improved skills in the areas of "...helping others through activities he/she did with 4-H," "...teaching younger children," "gaining new skills about project areas," "...organizing a group to get something done," and "...standing in front of people to talk about something."

Austin County -- Conducted afterschool programming with 3-5 graders at a Boys and Girls Club. Results of the youth survey revealed that 100% of youth either really liked or liked the program most of the time. 71% of the youth said they would participate again while 29% said they didn't know. When asked if they would change anything about the program, 100% said they would change nothing. Favorite activities included Food and Nutrition (43%), Photography (29%) and Career Exploration (28%).

**Key Items of Evaluation**

**Program #10**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Leadership and Volunteer Development

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
803	Sociological and Technological Change Affecting Individuals, Families and Communities	40%		40%	
806	Youth Development	60%		60%	
	<b>Total</b>	100%		100%	

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	36.3	0.0	0.0	0.0
<b>Actual</b>	35.9	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
486507	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
486507	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
2997867	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

The following activities will be used to implement this program:

\*Provide training for Extension professionals on the ISOTURE volunteer management model and key concepts related to volunteer administration.

\*Provide training and guidance to Extension specialists in the role and support of program development related to volunteerism.

\*Provide orientation and training directly to volunteers in preparation for their service resulting in a positive experience.

**2. Brief description of the target audience**

The following groups are included in the target audience for this program:

\*Youth and adult volunteers who have a need or interest in a Texas Extension program.

\*Extension educators

\*Youth and adults who have an interest in community development and partnerships.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	29400	232500	36000	0
2008	29953	354153	35281	0

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

Year	Target
Plan:	0
2008 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	Extension	Research	Total
Plan	0	0	
2008	4	0	4

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- # group educational sessions conducted.

Year	Target	Actual
2008	3700	3194



**V(G). State Defined Outcomes**

**V. State Defined Outcomes Table of Content**

O No.	OUTCOME NAME
1	% of participants who report an increased knowledge of leadership development practices.
2	% of participants who plan to or adopt leadership development practices.
3	# of counties who adopt and implement County Youth Boards.
4	# of counties who adopt and implement at least one youth oriented Master Volunteer program.
5	# of counties who adopt and implement youth and adult partnerships.

**Outcome #1****1. Outcome Measures**

% of participants who report an increased knowledge of leadership development practices.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	65	168

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

The development of leadership skills among youth helps to better prepare them to be productive, positive and equipped with life skills for the future. Leadership in rural counties has also been identified as a significant issue for both youth and adults.

**What has been done**

Leadership Advisory Boards, made up of volunteers, continue to serve in an advocacy role for Extension programs and provide vision and input into future programs that meet the needs of the citizens of Texas. All 254 counties in Texas have a Leadership Advisory Board. The Building Connections Program gives adults the opportunity to develop leadership skills, thereby enhancing rural community development.

**Results**

In Texas, 168 counties have established a leadership and/or volunteer development program within their county program. Youth have gained knowledge and skills in leadership development practices through training and hands-on experience of implementing the leadership skills acquired. Volunteers have also acquired the knowledge and skills needed to fulfill duties of a volunteer, including personal leadership skills. Training has been provided to volunteers through Master Volunteer training, Livestock Mentor training, 4-H volunteer training and training offered to volunteers of other, various program areas.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development
803	Sociological and Technological Change Affecting Individuals, Families and Communities

**Outcome #2****1. Outcome Measures**

% of participants who plan to or adopt leadership development practices.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	35	35

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Leadership skills among youth are important for their future. Opportunities for youth to apply their leadership skills gives them the opportunity to polish their skills. Leadership in rural counties was also identified as a significant issue for both youth and adults.

**What has been done**

Leadership Advisory Boards serve in an advocacy role for Extension and are established in all 254 counties in Texas. In addition, these groups assist in identifying issues within the county that can be addressed by Extension. The Building Connections: Community Leadership Program was implemented in Cottle County.

**Results**

The following results indicate the number/percentages of people that plan to change behavior as a result of participating in the Building Connections: Community Leadership Program. The results are from Cottle County with all 17 (100%) participants responding to the survey.

- \* 100% indicated they will use various ways to communicate across cultures.
- \* 88% indicated they will write a personal vision or organizational statement.
- \* 76% indicated they will write a personal goal or organizational statement.
- 100% indicated they will use brainstorming techniques.
- 94% indicated they will use knowledge gained about personality traits in order to be a better communicator.
- 71% indicated they can relate the decision-making model to everyday decisions.
- 100% can list examples of good character of leaders.
- 76% indicated they will devise a strategy for implementing the LEAD model to other organizations.
- 100% indicated they will use working in groups information to develop more effective teams to develop and respond to a task.
- 100% indicated they will use the generational gaps information to motivate their organization.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development
803	Sociological and Technological Change Affecting Individuals, Families and Communities

**Outcome #3**

**1. Outcome Measures**

# of counties who adopt and implement County Youth Boards.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	230	210

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Youth Boards support the youth development program and give youth and adults the opportunity to create a youth-adult partnership, identify youth issues in the county and work as a team to address the issue(s) facing youth. It is important for youth to have a voice and be involved in the planning and development of programs that address issues affecting youth.

**What has been done**

Counties have implemented Youth Boards in their county to carry out a needs assessment process and give youth and adults the opportunity to work together to accomplish a task. Youth Boards have been established in 210 counties in Texas, participating in the program development process of youth development programs by identifying issues, determining youth program needs for each year, helping programs reach new audiences and determining the impacts of such programs.

**Results**

Youth Boards are being recognized in the county and youth are given the opportunity to serve in leadership positions. Youth and adults (4-H and non-4-H) are creating partnerships and working together to accomplish a task and meet the needs of youth.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development
803	Sociological and Technological Change Affecting Individuals, Families and Communities

**Outcome #4****1. Outcome Measures**

# of counties who adopt and implement at least one youth oriented Master Volunteer program.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2008	65	70

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Volunteers are the hearts and hands of Extension programs and help extend the educational programs to the people of Texas. These volunteers also serve as mentors to youth.

**What has been done**

Volunteers have been trained through the Master Gardener Program and 4-H Livestock Mentor Program, and give back to the program by providing support to the Junior Master Gardener Program and the 4-H Livestock Program (including beef, swine, sheep, goat and horse project areas).

**Results**

Volunteers are having a positive impact on the lives of youth, assisting them with their projects, teaching them knowledge and skills in the specific subject matter/project area and serving as a role model and mentor for the youth.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development
803	Sociological and Technological Change Affecting Individuals, Families and Communities

**Outcome #5****1. Outcome Measures**

# of counties who adopt and implement youth and adult partnerships.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	65	65

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Youth adult partnerships give youth and adults the opportunity to work together as a team, respect each other and work together for a common cause.

**What has been done**

Youth and adult partnerships have been established among some of the Youth Boards in Texas counties. These partnerships are fostered through teamwork and the board members working together to meet the needs of youth in the county.

**Results**

Youth respect adults, and adults respect youth. They listen to each other and value each other and their work. The partnerships continue to be fostered as the Youth Board members work together.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
803	Sociological and Technological Change Affecting Individuals, Families and Communities
806	Youth Development

**V(H). Planned Program (External Factors)****External factors which affected outcomes**

- Economy
- Appropriations changes
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration,new cultural groupings,etc.)

**Brief Explanation**

No major external factors affected programming in 2008.

**V(I). Planned Program (Evaluation Studies and Data Collection)****1. Evaluation Studies Planned**

- Retrospective (post program)
- Before-After (before and after program)

**Evaluation Results****Key Items of Evaluation**

**Program #11**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Food Safety

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
712	Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins	100%		100%	
<b>Total</b>		100%		100%	

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	4.8	0.0	5.0	0.0
<b>Actual</b>	6.7	0.0	1.8	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
90797	0	117480	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
90797	0	89245	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
559491	0	63323	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

County Extension Agents will be trained to become a qualified instructor for the Food Protection Management Program. Additional training will be provided/identified so that instructors can maintain their instructor qualification status per the Texas Department of State Health Services.

The program will be implemented in counties across the state that has a County Extension Agent who is qualified to teach the program.

The program will be evaluated by surveying participants throughout the fiscal year.

**2. Brief description of the target audience**

Individuals who are employed in the commercial food service industry. This includes cooks, managers, and owners who are affiliated with foodservice establishments including restaurants, school food service, bed and breakfasts, prisons, and other establishments that prepare and serve food to individuals. In addition, the program is also offered (on a limited basis) to high school students as part of workforce development. Based on demographic surveys of participants who completed the course in 2008 (n=1326), individuals enrolled in this program were predominantly female (74%) and White (58%). One-half had a high school education or less and between ages 35 and 54. More than 45% had five years or less of food service experience.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	2700	15000	400	0
2008	3074	11388	83	0

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

Year	Target
Plan:	1
2008 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	Extension	Research	Total
Plan	0	25	
2008	1	12	13

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- # of group educational sessions conducted.

Year	Target	Actual
2008	170	252

**Output #2**

**Output Measure**

- # of research-related projects.

Year	Target	Actual
2008	7	11

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	FPM Pass/Fail Rate - the is the percentage of participants who pass the DSHS Certified Food Manager exam on the first attempt.
2	Self-reported adoption of using a food thermometer to measure internal temperatures of hot/cold foods being held (% of individuals who report practicing this behavior "always" after completing the program)
3	Self-reported adoption of washing hands for 20 seconds using soap and hot water (% of participants who report practicing this behavior "always" after participating in the program).
4	Self reported increase in the adoption of using a thermometer to determine the doneness of food (percentage of participants who report practicing this behavior "always" after participating in the program).
5	The percentage of food service employees who 'never' touch ready-to-eat (RTE) foods with their bare hands will increase as a result of what they learn in the FPM course.



**Outcome #1****1. Outcome Measures**

FPM Pass/Fail Rate - the is the percentage of participants who pass the DSHS Certified Food Manager exam on the first attempt.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	80	90

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Passing the Certified Food Manager exam is a requirement for becoming a Certified Food Manager. A poor pass rate might be an indication that our course is not sufficiently preparing individuals to successfully challenge the exam.

**What has been done**

Through surveying our participants, we have a better understanding of where our participant are as related to work experience and level of education. Combining that knowledge with an interactive method for teaching food safety has helped improve our program delivery and effectiveness.

**Results**

The percentage of individuals who passed the exam on the first attempt rose from 80% (the previous year) to 90%.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
712	Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins

**Outcome #2****1. Outcome Measures**

Self-reported adoption of using a food thermometer to measure internal temperatures of hot/cold foods being held (% of individuals who report practicing this behavior "always" after completing the program)

*Not reporting on this Outcome for this Annual Report*

**Outcome #3****1. Outcome Measures**

Self-reported adoption of washing hands for 20 seconds using soap and hot water (% of participants who report practicing this behavior "always" after participating in the program).

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	80	98

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Poor handwashing is a major contributor to foodborne illness. Improving handwashing practices can, therefore, reduce the risk.

**What has been done**

In the FPM program, there is emphasis placed on hand washing. Participants are taught the steps in proper hand washing and learn when it is absolutely necessary to wash their hands to prevent food borne illness.

**Results**

Based on the retrospective post survey sent to participants (n=341 who answered the question) 6-weeks after completing the program, the percentage who 'always' wash their hands for 20 seconds with soap and warm water rose from 72% before FPM to 98% afterwards.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
712	Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins

**Outcome #4****1. Outcome Measures**

Self reported increase in the adoption of using a thermometer to determine the doneness of food (percentage of participants who report practicing this behavior "always" after participating in the program).

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	72	83

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Cooking food to a safe internal temperature can help reduce the risk of foodborne illnesses that can originate from potentially hazardous foods. The only way to accurately tell if a food has been cooked properly is by the use of a thermometer.

**What has been done**

The FPM program, through the use of lecture and hands-on activities, emphasizes the importance of using a food thermometer in retail food establishments. Course participants are taught how to measure the internal temperature of foods, the recommended temperatures that food should be cooked, and the proper step for calibrating food thermometers.

**Results**

Based on the retrospective post survey sent to participants (n=318 participants who answered the question) 6-weeks after completing the program, the percentage who use a thermometer to check the doneness of foods 'always' rose from 50% before FPM to 83% after.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
712	Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins

#### Outcome #5

##### 1. Outcome Measures

The percentage of food service employees who 'never' touch ready-to-eat (RTE) foods with their bare hands will increase as a result of what they learn in the FPM course.

*Not reporting on this Outcome for this Annual Report*

#### V(H). Planned Program (External Factors)

##### External factors which affected outcomes

- Government Regulations
- Competing Public priorities

##### Brief Explanation

No major external factors affected programming in 2008.

#### V(I). Planned Program (Evaluation Studies and Data Collection)

##### 1. Evaluation Studies Planned

- After Only (post program)
- Retrospective (post program)
- Other (pass rate on Certified Food Manager exam)

##### Evaluation Results

Based on the retrospective post survey sent to participants (n=353) 6-weeks after completing the program, there was significant improvement ( $p < .001$ ) in nearly all behaviors surveyed. Our evaluations indicate that the program is making an impact on changing food service employees' behaviors. We have begun to work with economists to estimate the economic impact of these behavior improvements as they relate to reducing the risk of food borne illness in Texas.

##### Key Items of Evaluation

**Program #12**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Food and Nutrition Education for Limited Resource Audiences

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
703	Nutrition Education and Behavior	50%		50%	
704	Nutrition and Hunger in the Population	25%		25%	
801	Individual and Family Resource Management	25%		25%	
	<b>Total</b>	100%		100%	

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	50.9	0.0	0.0	0.0
<b>Actual</b>	56.7	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
768384	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
768384	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
4734793	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

Nutrition education will be conducted using a variety of methods including group, individual, media, and newsletters. Group methods will either be single education events that focus on a very specific concept/behavior (e.g. washing fresh produce to reduce the risk of a food borne illness) or a series of lessons that focus on broader concepts such as label reading or food resource management. Networking with agencies and organizations to expand outreach and identify new audiences will also occur.

**2. Brief description of the target audience**

The target audience for the Better Living for Texans program is food stamp (Supplemental Nutrition Assistance Program) recipients and applicants. However, Texas has been granted waivers by USDA/FNS that allow us to extend our program to other limited resource audiences. These audiences include: women receiving WIC benefits, children attending schools in which 50% or more of the children receive free or reduce meals; children and parents in Head Start programs; individuals receiving food at a food bank or food pantry; and children who participate in the Summer Food Service Program. Based on a survey of 1953 adults who participate in the BLT program, a majority of our participants were female (86%) and Hispanic (64%). Nearly 40% had less than a high school education, although 8% had completed a college degree or more.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	73700	157300	55300	0
2008	162204	246598	138205	0

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

Year	Target
Plan:	0
2008 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	Extension	Research	Total
Plan	0	0	
2008	0	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- # of group educational sessions conducted.

Year	Target	Actual
2008	7500	11042

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	% of BLT participants who increase their physical activity by participating in a walking program.
2	Amount of monthly out-of-pocket food expenses reportedly saved by program participants.
3	Improvement in physical activity (increased miles walked) by BLT participants.

**Outcome #1****1. Outcome Measures**

% of BLT participants who increase their physical activity by participating in a walking program.

*Not reporting on this Outcome for this Annual Report*

**Outcome #2****1. Outcome Measures**

Amount of monthly out-of-pocket food expenses reportedly saved by program participants.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	40	27

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Reducing out-of-pocket food expenses allows limited resource audiences to use their dollars to pay for other expenses such as shelter, medication, or clothing.

**What has been done**

By featuring inexpensive recipes and by teaching smart shopping skills, our participants are able to reduce the amount of money spent on food.

**Results**

712 individuals who completed the BLT program provided estimates of their monthly out-of-pocket food expenses before enrolling in the BLT program and 30-days after the program ended. Results indicate a significant ( $p < .001$ ) reduction in the amount of money they were paying for food by \$26.84. If this reduction in out-of-pocket food expenses were not due to some other economic hardship, the annual savings per person is \$322.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
704	Nutrition and Hunger in the Population
801	Individual and Family Resource Management
703	Nutrition Education and Behavior

**Outcome #3****1. Outcome Measures**

Improvement in physical activity (increased miles walked) by BLT participants.

*Not reporting on this Outcome for this Annual Report*

**V(H). Planned Program (External Factors)****External factors which affected outcomes**

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Public Policy changes
- Government Regulations

**Brief Explanation**

The economy (i.e. rising fuel and food prices) clearly plays a role in out of pocket food expenses. We must also keep in mind that limited resource audiences face many challenges that impact their willingness and ability to adopt recommended nutrition, food resource management, and food safety behaviors. Challenges with transportation and child care are factors which impact the extent to which participants can complete the programs AgriLife Extension has to offer. However, our agents and educators are tuned into these challenges and try to offer programs at various locations and time to minimize these barriers.

**V(l). Planned Program (Evaluation Studies and Data Collection)****1. Evaluation Studies Planned**

- Before-After (before and after program)

**Evaluation Results**

Results indicate that our participants are making meaningful changes in behaviors that can improve food resource management and food safety. For example, the percent of individuals surveyed (n=1045) who planned their meals "always" rose from 27% before BLT to 76% 30-days after. The percentage who "never" shopped with a list fell from 21% to 1%. The percentage who compared prices "always" rose from 45% to 87%. Fewer participants were leaving prepared foods sit out for longer than 2 hours (down from 9% to less than 1% 30-days later) while the percentage who "always" washed their hands before and during food preparation rose from 83% to 97%.

**Key Items of Evaluation**



**Program #13****V(A). Planned Program (Summary)****1. Name of the Planned Program**

Livestock and Meat Quality, Safety, and Productivity

**V(B). Program Knowledge Area(s)****1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
301	Reproductive Performance of Animals	10%		10%	
302	Nutrient Utilization in Animals	25%		25%	
303	Genetic Improvement of Animals	5%		5%	
306	Environmental Stress in Animals	5%		5%	
307	Animal Management Systems	20%		20%	
308	Improved Animal Products (Before Harvest)	20%		20%	
313	Internal Parasites in Animals	5%		5%	
315	Animal Welfare/Well-Being and Protection	10%		10%	
	<b>Total</b>	100%		100%	

**V(C). Planned Program (Inputs)****1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	53.0	0.0	33.0	0.0
<b>Actual</b>	44.1	0.0	33.5	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
597632	0	1659903	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
597632	0	3566318	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
3682617	0	2143046	0

**V(D). Planned Program (Activity)****1. Brief description of the Activity**

Research, group and individual education was ongoing across the 7 key subject matter/commodity areas. Methods of education include public meetings, individual support, printed and video/DVD materials and web based materials. Collaboration with breed associations, commodity groups and corporations targeted research and educational needs of a diverse livestock industry across the state, involving both youth and adults.

**2. Brief description of the target audience**

The target audience is composed of beef cattle, horse, dairy, sheep, goat and swine producers/owners/users, commodity group leadership, associations and registries, and youth enrolled in 4-H and FFA livestock projects.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	147700	385800	12000	0
2008	69883	170908	10890	0

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2008 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>	10	250	
2008	15	369	384

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- # of group educational sessions conducted.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	2500	1689

**Output #2**

**Output Measure**

- # of research-related projects.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	105	113

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	% of livestock owners/producers that adopt or plan to adopt best management practices to improve quality and profitability.
2	% of livestock owners/producers/commodity group reps that report increased knowledge of best management practices to improve quality and profitability.
3	% of livestock owners/producers that report a savings in money or increased profit by best management practices adopted.

**Outcome #1****1. Outcome Measures**

% of livestock owners/producers that adopt or plan to adopt best management practices to improve quality and profitability.

**2. Associated Institution Types**

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	50	52

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Best management practices to ensure quality, profitability, productivity and optimal utility help clientele make changes to improve livestock, management, resources and time to increase income and improve profit opportunities.

**What has been done**

Programs conducted include Texas Beef Quality Producer, Beef 101, 706, 2010, Bull Selection, Drought Management, Horse 101, Mare Foal Workshops and Dairy Outreach. Youth programs: 36th Summer Horsemanship Schools, Lamb/Goat Camps and Judging Camps.

**Results**

From measures including beef cattle, meats, dairy, sheep/goats and horses, 60% to 100% reported adoption of at least one best management practice. 45% to 90% reported elimination of non-productive practices. 61% implemented financial plans, 75% drought plans, 70% hay analysis, 85% adopted EPD and fertility testing 92% reported use of cost/lb of nutrient strategies for alternative feedstuffs and 92% body condition scoring as a management tool.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
303	Genetic Improvement of Animals
302	Nutrient Utilization in Animals
308	Improved Animal Products (Before Harvest)
315	Animal Welfare/Well-Being and Protection
313	Internal Parasites in Animals
301	Reproductive Performance of Animals
307	Animal Management Systems
306	Environmental Stress in Animals

**Outcome #2****1. Outcome Measures**

% of livestock owners/producers/commodity group reps that report increased knowledge of best management practices to improve quality and profitability.

**2. Associated Institution Types**

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	70	77

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Increased knowledge prompts adoption of best management practices to ensure quality, profitability, productivity and utility of livestock, management, resources and time. Knowledge of best management prompts time savings, increased confidence in management decisions and problem solving for producer and youth involved in the livestock industry.

**What has been done**

Programs were conducted and evaluated for both large and small scale producers/owners and youth who produce, own, market and enjoy livestock.

**Results**

65% to 90% reported improved decision-making ability. 70% to 100% reported increased confidence in management and use. 80% had knowledge gains of 30 to 60% for cattle handling, record keeping, foodsafety control, environmental management, livestock evaluation and general management.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
306	Environmental Stress in Animals
313	Internal Parasites in Animals
308	Improved Animal Products (Before Harvest)
303	Genetic Improvement of Animals
315	Animal Welfare/Well-Being and Protection
301	Reproductive Performance of Animals
302	Nutrient Utilization in Animals
307	Animal Management Systems

**Outcome #3****1. Outcome Measures**

% of livestock owners/producers that report a savings in money or increased profit by best management practices adopted.

**2. Associated Institution Types**

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	10	12

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Animal management system must go beyond striving to improve quality of life, quality of production and increased knowledge to achieve a significant outcome. For production systems to survive they must either reduce costs, increase profit or both.

**What has been done**

Economic benefit was measured from the Beef Cattle Short Course, Southwest Beef Symposium, Texas Beef Quality Assurance, drought management, sheep/goat, dairy and horse programs.

**Results**

Participants in three Beef 706 programs and Value Added Market Cow and Bull programs estimated savings of \$18 to \$44/head with total savings between \$1.75 and \$27 million. 80% of participants in horse management programs indicated they would save money as a result of the knowledge gained in the program. Southwest Beef Symposium valued at \$336/person attending. Cattle producers reported saving \$12 to \$35/weaned calf and 85% said knowledge gained in livestock handling and managing input costs saved \$78/head. 50% of dairy producers, and 95% of Beef Cattle Conference participants expected savings from adoption of practices. Drought management practices produced returns of \$95/ cow.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
301	Reproductive Performance of Animals
313	Internal Parasites in Animals
303	Genetic Improvement of Animals
307	Animal Management Systems
315	Animal Welfare/Well-Being and Protection
302	Nutrient Utilization in Animals
308	Improved Animal Products (Before Harvest)
306	Environmental Stress in Animals

**V(H). Planned Program (External Factors)****External factors which affected outcomes**

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Public Policy changes
- Government Regulations
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

**Brief Explanation**

Detailed outcome measures and impact statements are available upon request for the following educational programs: Texas Beef Quality Producer, Cowboy Beef Quality Assurance, Beef Cattle Short Course, Beef 101, Beef 706, Southwest Beef Symposium, Basic Horse Management 101, Veterinarian CEU meetings, Dairy outreach program areas, Youth livestock camps, youth judging camps/clinics, online horse evaluation and meats judging, 36th Summer Horsemanship School Program, 46th Texas State 4-h Horse Show, Livestock Show and Fair support, Quality Counts Youth Education and Master Volunteer Training.

**V(I). Planned Program (Evaluation Studies and Data Collection)****1. Evaluation Studies Planned**

- Retrospective (post program)
- Before-After (before and after program)

**Evaluation Results**

Knowledge gains compare incoming knowledge to post-education knowledge. Gains in knowledge ranged from 26% to 93%, regarding, controlling input costs, health management practices, food safety control, horse management, parasite control in small ruminants. Economic benefits reflect both anticipated amounts/head of livestock and percentage savings in management cost/head of livestock on an annual basis. Outcome measures have been obtained from audiences that include adult livestock producers, meat handlers, individual owners, individual owners and youth involved in various aspects of the livestock industry.

**Key Items of Evaluation**

Educational programs in the areas of food safety and quality management were conducted both in face to face and online training activities. Through these targeted programs in 2008, 1450 individuals having management control or influence over 2,731,840 head of cattle estimated savings of \$39,824,400. In addition, on average 85% indicated they planned on adopting at least one best management practice learned and 40% indicated they intended to stop practices that were detrimental to food safety and quality management. When asked about increase in knowledge by participating in these programs 100% indicated they had increased their knowledge level by attending the training.

**Program #14**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Life Skills for Youth

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
806	Youth Development	100%		100%	
	<b>Total</b>	100%		100%	

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	46.3	0.0	0.0	0.0
<b>Actual</b>	64.9	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
879508	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
879508	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
5419543	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

This program is based on six learning experiences tied to the work of the project for which they participate. Each project is experientially focused. Examples of activities include workshops, demonstrations, and hands-on experiences.

Numerous materials and support is provided by the Texas 4-H faculty to agents and specialists. These items are used for implementation of projects and for professional development of staff. Use of volunteers is significant in enhancing and extending efforts to reach and provide youth with positive experiences.

**2. Brief description of the target audience**

All youth of 4-H age are targeted for programs depending on location, identified issues and programs of interest.



**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	120500	462600	175600	0
2008	142525	458969	356055	0

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2008 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>	0	0	
2008	0	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- # of group educational sessions conducted.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	12700	6118

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	% of youth who increase knowledge of life skills concepts and practices.
2	% of youth who report they have adopted life skills concepts and practices.
3	% of youth who plan to pursue higher education interest or career interest as a result of their project work.

**Outcome #1****1. Outcome Measures**

% of youth who increase knowledge of life skills concepts and practices.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	65	65

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Developing youth into capable and contributing adults by instilling skills in them that increase their employment ability and earning potential thus positively effecting the tax base and economy.

**What has been done**

Making life skill development a base of all 4-H project work including, character development, leadership, workforce development and entrepreneurship and conflict resolution.

**Results**

Through 28 survey instruments made available via an on-line system called 4-H One, results indicate that 65% of surveyed youth show an increase in basic life skills as well as positive change in the knowledge and skills tied to the 4-H subject matter focus.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #2****1. Outcome Measures**

% of youth who report they have adopted life skills concepts and practices.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	35	35

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Once youth are exposed to the learning environment, applying the information they learned into practice benefits society in general because we will have a contributing adult who is self-sufficient.

**What has been done**

Youth apply the skills they have learned by serving as volunteers and teen teachers for younger youth.

**Results**

Using the 'pay it forward' example, youth learn, internalize and apply, then draw on their expertise to serve as teen teachers and participate in community service in their community.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #3****1. Outcome Measures**

% of youth who plan to pursue higher education interest or career interest as a result of their project work.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	10	10

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Creating a generation of employable adults who have basic work skills and positive soft skills such as trustworthiness, loyalty, and commitment. These skills create a positive workforce that keeps training cost for employers down and unemployment rates lower as turn over rates will be lower.

**What has been done**

Entrepreneurship is a targeted focus of 4-H project work. All major projects include a focus of career development and a climate of entrepreneurship within project work. Subject matter specialist within Texas AgriLife Extension have identified career opportunities and business ideas tied to youth's projects.

**Results**

Greater than 10% of high school age youth report through surveys on 4-H One that they feel their 4-H project work has shaped their career interest or college choice.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**V(H). Planned Program (External Factors)****External factors which affected outcomes**

- Natural Disasters (drought, weather extremes, etc.)
- Appropriations changes
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

**Brief Explanation**

Hurricane Ike caused many 4-H programs on the east side of the state to delay starting project work for the fall.

## V(I). Planned Program (Evaluation Studies and Data Collection)

### 1. Evaluation Studies Planned

- Retrospective (post program)
- Before-After (before and after program)

### Evaluation Results

One highlighted program that was evaluated in-depth is the youth entrepreneurship project titled: Kids with Biz Ideas. All counties that disseminated the Youth Entrepreneur Program pre and post test had a positive knowledge gain average. A retrospective post evaluation instrument was administered to participants in the county that did not disseminate the Youth Entrepreneur Program pre and post test. Regardless of the scores on a pre- or post-test, the youth involved in this project learned that there was something about them that was of great value. They learned to look at their strengths and interest to develop a plan for a business in their community. They learned that regardless of their grade point average, social-economic status, or their behavioral problems, they could be successful and that others would value their success. Youth demonstrated that they could complete task in a group environment. In order to ensure that youth in the project had the best opportunity to grow from their participation, project personnel facilitated coordination between county 4-H and area schools and community-based organizations. In many instances the project used school and /or community facilities and equipment, and in some instances personnel from the schools and community-based organizations worked in conjunction with 4-H personnel to teach curriculum components to participating youth. Coordination with the community also extended to contracts with area small business owners and/or Chambers of Commerce. Visits to local businesses provided youth with new perspectives about business operations. Qualitative responses from some of the 4-H member journals to the question "How has CYFAR Kids the Biz Ideaz program affected your life? Include:

I feel more confident about becoming an entrepreneur

I learned different strategies on how to start my own business

It has brought extra information to my brain

It has made me more creative

It has taught me to socialize more

It made me happier and SMARTER!!

Quantitative averages from the surveys collected at the four county sites include:

Greater than 20% gain in scores associated with self assessment including questions related to:

Initiative, motivation, self-reliance, goal setting, and critical thinking, problem solving and truthfulness

Marginal to minimal increases were observed in areas of autonomy, time management, and leadership

A positive result includes an increase of greater than 60% related to the question (from pre to post) How much would you like to go to college. Pre-test scores indicate youth average at the 25 percentile while post scores hit the 80% + mark. Minimal to marginal increases were seen related to volunteerism – however, it is worth noting that youth rated themselves at the 75% in the pre-test related to volunteerism therefore there was less room for growth.

### Key Items of Evaluation

**Program #15**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Child Passenger Safety

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
723	Hazards to Human Health and Safety	100%		100%	
	<b>Total</b>	100%		100%	

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	3.9	0.0	0.0	0.0
<b>Actual</b>	5.8	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
78600	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
78600	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
484335	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

County Extension agents and law enforcement officers trained and certified as child passenger safety technicians will conduct child safety seat checkup events in under-served rural areas of Texas. In addition, child safety seat fitting stations have been established at county Extension offices and fire/EMS departments to allow families' additional access to certified technicians. When needed, a replacement seat is issued at no charge to parents and caregivers at checkup events and fitting stations.

**2. Brief description of the target audience**

Under-served residents of rural areas in Texas.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	1440	21300	1620	0
2008	3512	30948	1885	0

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2008 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>	0	0	
2008	0	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- # of group education sessions conducted.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	200	394

**V(G). State Defined Outcomes**

**V. State Defined Outcomes Table of Content**

O No.	OUTCOME NAME
1	# of car seats inspected.



**Outcome #1****1. Outcome Measures**

# of car seats inspected.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	900	1630

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

In 2007, 1,670 child occupants ages 14 and under died in motor vehicle crashes, and an estimated 200,000 children were injured as occupants in motor vehicle-related crashes. Research shows that child restraints, when used properly reduce the risk of fatal injury.

**What has been done**

Child safety seat check up events are primarily conducted in under-served rural areas of Texas to educate parents on the correct usage of child safety seats. Unsafe seats are replaced with approved ones. The Passenger Safety Project trains certified Child Passenger Safety Technicians.

**Results**

In 2008, over 1630 child safety seats were inspected and parents were instructed how to correctly install their child's safety seats. Technicians determined that 99% of the seats were not installed properly by parents coming to inspection events. 974 new seats were provided. 43,377 Texans attended events where they viewed Rollover Convincers to increase awareness of importance of consistently using safety belts. The project trained 49 Certified Passenger Safety Technicians. An estimated \$1.6 million was potentially saved in possible health care costs.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
723	Hazards to Human Health and Safety

**V(H). Planned Program (External Factors)****External factors which affected outcomes**

- Government Regulations
- Other (Media attention to importance of children in safety seats and noting whether people/children were properly restrained or not in fatal accidents.)

**Brief Explanation**

Public officials and media are very supportive of proper child restraint systems. Local media provides great coverage for up-coming events. Various organizations are donating free seats to help families unable to buy proper seats. Police officers are enforcing proper restraints more.

**V(I). Planned Program (Evaluation Studies and Data Collection)****1. Evaluation Studies Planned**

- Before-After (before and after program)

**Evaluation Results**

In 2008, the project supervised over 1,600 inspections and distributed more than 970 child safety seats. 99% of children arriving at a check-up event are restrained improperly. To date, this project has supervised over 11,000 child safety seat inspections, which has resulted in an estimated \$11.7 million in economic benefits to society.

**Key Items of Evaluation**

**Program #16**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Crop and Forage Production Systems

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
102	Soil, Plant, Water, Nutrient Relationships	10%		10%	
202	Plant Genetic Resources	10%		10%	
205	Plant Management Systems	20%		20%	
211	Insects, Mites, and Other Arthropods Affecting Plants	10%		10%	
212	Pathogens and Nematodes Affecting Plants	10%		10%	
213	Weeds Affecting Plants	10%		10%	
216	Integrated Pest Management Systems	30%		30%	
	<b>Total</b>	100%		100%	

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	66.1	0.0	80.0	0.0
<b>Actual</b>	58.7	0.0	94.9	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
795487	0	5455135	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
795487	0	9677394	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
4901805	0	11248881	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

Provide training and program materials to County Extension Agents to conduct educational programs at the county level. Technical assistance is provided to agents by specialists in the area of result demonstrations and applied research. Provide multi-county, regional and statewide educational programs via specialist faculty to various stakeholders. Coordinate and collaborate with state and federal agencies in crop and forage activities.

**2. Brief description of the target audience**

The target audience for this program consists of agricultural producers who produce food, fiber, and forages in the state. Specific focus is on those commodities listed in the program overview. In addition, these programs are interpreted to the urban public through various methods.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	51000	182900	0	0
2008	58390	205016	3597	0

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	5
2008 :	1

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>	0	785	
2008	17	933	950

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- # of group educational sessions conducted.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	1900	2834

**Output #2**

**Output Measure**

- # of research-related projects.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	175	193

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	% of crop and forage producers that adopt or plan to adopt best management practices to improved quality and profitability.
2	% of crop and forage producers that report increased knowledge of best management practices to improve quality and profitability.

**Outcome #1****1. Outcome Measures**

% of crop and forage producers that adopt or plan to adopt best management practices to improved quality and profitability.

**2. Associated Institution Types**

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	25	25

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

In the current economic and energy crisis, drop and forage producers face highly unpredictable production costs due to changes in the price of energy, fertilizer and seed, coupled with low commodity prices. Farmers and ranchers are facing a new paradigm in which they will have to take a new look at nutrient management, crop genetics and a fresh look at management systems to adapt to new demands. Agriculture contributed over \$100 billion to the Texas economy in 2007. A healthy and sustainable agriculture is vital to the economic well being of the state. Texas has a diverse climate and correspondingly diverse production systems which require localized research and educational programming to meet the demands of the emerging economy.

**What has been done**

Large scale systems demonstrations of new technology such as genetics, harvest technologies, harvest aides, grazing systems, crop management inputs, nutrient management technology and other emerging technologies, coupled with educational programming, websites, DVDs, newsletters and personal contact have had a substantial impact in crop production and forage systems.

**Results**

While space limits a thorough discussion, a study of impacts on cotton production on the Texas High Plains and forage management in cow calf operations in East Texas illustrate how coordinated research, Extension and collaborative, large scale demonstrations can change sectors of the crop and forage production. Since 2000, average cotton lint yields have increased from 390 to 860 pounds per acre. The cumulative benefit of improved technology and increased adoption by growers is estimated at \$590 million, which has helped growers to partially offset the sharp increases in production costs that have occurred in recent years. For the ginning sector, the value-added impacts associated with ginning the additional production were estimated at \$42 million, which supports an additional 450 jobs. The extended ginning season has also resulted in 3,500 gin employees working an additional 6 to 8 weeks.

A four-year demonstration study (2005-2007) was conducted with a cooperating producer in northeast Texas, allowing for the comparison of forage costs per cow for using stockpiled bermudagrass as winter forage versus the traditional method of feeding hay. The results showed an economic advantage of stockpiled bermudagrass with a 4-year average of \$69 per head in savings relative to feeding hay. For the estimated 56,000 cows (2.5%) in Central and East Texas that are utilizing stockpiled bermudagrass, the increase in net returns has been estimated at \$3.8 million for 2008.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
202	Plant Genetic Resources
102	Soil, Plant, Water, Nutrient Relationships
212	Pathogens and Nematodes Affecting Plants
213	Weeds Affecting Plants
211	Insects, Mites, and Other Arthropods Affecting Plants
216	Integrated Pest Management Systems
205	Plant Management Systems

**Outcome #2****1. Outcome Measures**

% of crop and forage producers that report increased knowledge of best management practices to improve quality and profitability.

**2. Associated Institution Types**

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	65	83

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

The U.S. renewable fuel standards have resulted in a major shift in research effort as well as the crop mix in Texas as growers seek to meet the demand of food feed and energy sectors. A change in the crop mix requires new information and new skills for growers to safely and sustainably produce new crops. Texas farmers increased sorghum acreage by 25% in 2008 over, 2007 requiring a significant educational programming to make producers aware of new technologies in sorghum production.

**What has been done**

Grain sorghum prices were at records highs, and ethanol from grain sorghum was being produced for two ethanol plants in the Texas South Plains. Over 100 grain sorghum producers and industry representatives participated in a series of seven Texas AgriLife grain sorghum production mini-workshops in the Texas South Plains from February 21 to March 7. These 2.5 hour workshops provided the latest Texas AgriLife information for hybrids, weed and insect control, agronomy, fertility, irrigation, rotation strategies.

**Results**

Workshop survey responses indicate that 83% of producers would make changes in their management based on program content. The most common change cited was a reduction in seeding rate--a high priority educational issue of Texas AgriLife Extension Service, as well as a change in grain sorghum hybrid selection due in part to the multi-year results of Texas AgriLife Research' official Crop Testing Program.

Grain sorghum requirements to operate the Levelland ethanol plant at capacity will entail about 250,000 acres of grain sorghum production in the region.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
213	Weeds Affecting Plants
216	Integrated Pest Management Systems
211	Insects, Mites, and Other Arthropods Affecting Plants
205	Plant Management Systems
212	Pathogens and Nematodes Affecting Plants
102	Soil, Plant, Water, Nutrient Relationships
202	Plant Genetic Resources

**V(H). Planned Program (External Factors)**

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

**Brief Explanation**

Two major hurricanes hit the Texas coast during 2008. These events caused excessive damage and disrupted educational programs in the region.

**V(I). Planned Program (Evaluation Studies and Data Collection)****1. Evaluation Studies Planned**

- Retrospective (post program)
- Before-After (before and after program)
- Case Study

**Evaluation Results**

**Stockpiled Bermuda grass Hay:** A four-year demonstration study was conducted with a cooperating producer in northeast Texas, allowing for the comparison of forage costs per cow for using stockpiled Bermuda grass as winter forage versus the traditional method of feeding hay. The results showed an economic advantage of stockpiled Bermuda grass with a 4-year average of \$69 per head in savings relative to feeding hay. For the estimated 56,000 cows (2.5% of ranchers) in Central and East Texas that are utilizing stockpiled Bermuda grass as a result of Extension education, the increase in net returns has been estimated at \$3.8 million for 2008.

**Cotton Variety Research and Education:** The mid-1990's marked the beginning of a new era when the first genetically modified cotton variety was developed. Since that time, biological advances in cotton seed have occurred at a rapid pace, making variety selection more difficult. The most important decision a grower makes is the selection of a cotton variety and transgenic traits. With this new era of rapidly changing seed technology came the need for an expanded and more intensive cotton variety testing effort. Texas AgriLife Extension and AgriLife Research began conducting intensive replicated cotton variety trials in producer-cooperator fields in 2000. More than 10,000 cotton producers participated in the 250 educational meetings conducted by Extension in the High Plains since 2000 more than 80,000 test plot trial reports have been distributed to producers, cotton gins, and consultants via educational meetings, website downloads, CD's and DVD's since 2001. From 2000 to 2007, the cumulative benefit of improved technology and increased adoption by growers is estimated at \$443 million, which has helped growers to partially offset the sharp increases in production costs that have occurred in recent years. For the ginning sector, the extended ginning season has resulted in 3,500 gin employees working an additional 6 to 8 weeks. The value-added impacts associated with ginning the additional production were estimated at \$34 million in 2007, which supports an additional 370 jobs.

**Key Items of Evaluation**



**Program #17**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Cancer Risk Reduction and Early Detection

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
723	Hazards to Human Health and Safety	100%		100%	
	<b>Total</b>	100%		100%	

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	3.4	0.0	0.7	0.0
<b>Actual</b>	1.3	0.0	1.8	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
17617	0	27626	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
17617	0	51936	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
108558	0	159190	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

County Extension educators are provided an annual opportunity to apply for funding that will allow them to purchase educational resources such as pedometers to increase the number of children walking in Title One schools, ultraviolet beads and other materials to detect sun exposure at Farm Safety Days, health fairs, and similar activities, exhibits such as the one for Put It Outside to be used at health and parenting fairs, Hallelujah to Health exhibits and other materials for use in African American churches, Towards No Tobacco curriculum and workbooks, etc.

Research will be conducted to develop reliable new technologies for the early detection of cancer.

**2. Brief description of the target audience**

Under-served rural residents of Texans who are at risk for cancer.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	2240	3890	3180	0
2008	4670	7101	2157	0

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	1
2008 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>	0	10	
2008	0	42	42

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- # of education sessions conducted.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	194	140

**Output #2**

**Output Measure**

- # research-related projects.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	4	9

**V(G). State Defined Outcomes**

**V. State Defined Outcomes Table of Content**

O No.	OUTCOME NAME
1	# of kids who intend to not use tobacco based on signing a 'No Tobacco' contract.

**Outcome #1****1. Outcome Measures**

# of kids who intend to not use tobacco based on signing a 'No Tobacco' contract.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	700	422

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Cancer is the second leading cause of death in Texas and the United States and is expected to become the leading cause of death within the next decade. At least 2/3 of all cancers can be prevented. Not using tobacco is a significant way to reduce the probability of developing cancer. Since most smokers begin before age 19, preventing initiation of tobacco use during adolescence is likely to reduce tobacco use. Youth in rural Texas continue to have high smoking rates (24 percent).

**What has been done**

Community task forces were formed in 8 rural counties to support enforcement of tobacco laws and passage of local ordinances as needed to make public establishments smoke-free. Teams of students were trained to provide briefings to local officials, media attention and peer activities in schools; they also posted Quit Line signs in local businesses. County educators and their volunteers presented the 10-session best practice program, Towards No Tobacco in local schools.

**Results**

13229 educational contacts were made by this project. 52 youth were members of the Students Winning Against Tobacco teams. A total of 610 students completed the Towards No Tobacco 10-class series. 422 (70 percent) of these students signed a contract not to ever use tobacco.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
723	Hazards to Human Health and Safety

**V(H). Planned Program (External Factors)****External factors which affected outcomes**

- Appropriations changes

**Brief Explanation**

Additional funding for cancer prevention and lowering cancer risk was approved during the past Texas Legislature. Much media supported the increase in funding to reduce cancer risks and to prevent those cancers where it is possible. More cities and towns in Texas have become smoke free. People are hearing the message that 66% of cancers are preventable if they reduce unprotected sun exposure, stop using tobacco, lose weight, and increase exercise. Another message repeated often is: catching cancer early produces better treatment outcomes. All of these things have made possible our delivery of this program to more people.

**V(I). Planned Program (Evaluation Studies and Data Collection)****1. Evaluation Studies Planned**

- Before-After (before and after program)

### **Evaluation Results**

Over 183,844 direct educational contacts were made by this special project funded by the Cancer Prevention and Research Institute of Texas. 46 mini-grants were awarded to agents to deliver a variety of cancer prevention programs including sun safety education, walking programs in lower income schools, tobacco prevention programs and others.

306 African-American women participated in Hallelujah to Health. This program is aimed at increasing mammogram and pap test screening for older African American women, especially those living in rural Texas. 69% (211) were not in compliance, but indicated they would seek a mammogram. 149 women reported not having had a Pap test within the ACS, but 108 planned to schedule a Pap test after the classes.

500 people committed to improving the health of their families by smoking outside their homes and vehicles after participating in Put It Outside.

### **Key Items of Evaluation**

**Program #18**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Family Financial Security

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
801	Individual and Family Resource Management	100%		0%	
	<b>Total</b>	100%		0%	

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>				
<b>Actual</b>	7.3	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
98928	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
98928	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
609594	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

Two family financial security initiatives are described in this report: 1) Money Smart, and 2) Wi\$eUp - Financial Planning for Generation X and Y Women. Money Smart is a 10-part financial management program developed by the Federal Deposit Insurance Corporation (FDIC) and adopted for implementation by Texas AgriLife Extension. The curriculum helps individuals build basic financial knowledge, develop financial confidence, and use banking services effectively. Wi\$eUp is an 8-module financial education curriculum offered online and in classrooms/community settings nationally. Texas AgriLife Extension developed the Wi\$eUp curriculum and manages the website and database management system under contract with the U.S. Department of Labor - Women's Bureau.

**2. Brief description of the target audience**

Money Smart is targeted to adults outside the financial mainstream, typically known as the "unbanked" and those with low financial knowledge and skills. Extension educators and Extension-trained volunteers in Texas have used the program with a variety of Texans, including Habitat for Humanity families, recent immigrants, Head Start parents, and participants of drug rehab programs. Money Smart classes have also reached clients through various community organizations, including Crisis Centers, Pregnancy Resources Center, Volunteers of America, housing programs, Foundation Communities VITA tax sites, court-ordered probationers, and school parent groups. Wi\$eUp targets Generation X and Y women, with special emphasis on the 22-35 year old group. The program has reached military service members in Iraq and Afghanistan, Native American women, Head Start staff and parents, and local/regional partner organizations who cooperate with the USDOL-Women's Bureau.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}
2008	15274	30257	236	0

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	
2008 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>			
2008	0	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- # of group educational sessions conducted.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	{No Data Entered}	661

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	Money Smart: # increase financial knowledge.
2	Wi\$eUp: # reduce debt and increase savings.



**Outcome #1****1. Outcome Measures**

Money Smart: # increase financial knowledge.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	{No Data Entered}	2823

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Increased financial knowledge enhances future financial security and is of interest to individuals and families themselves as well as to external stakeholders, including policymakers, educators, financial professionals, and taxpayers. Failure to achieve financial security has serious consequences for families, communities, and potentially, for taxpayers.

**What has been done**

9 Texas counties utilized Money Smart in their financial education programming in 2008. Travis County (Austin, TX) conducted Money Smart training for financial literacy volunteers through the Financial Literacy Coalition of Central Texas.

**Results**

9 Texas counties made 1,888 educational contacts by conducting 113 educational sessions utilizing Money Smart; volunteers conducted 47 sessions reaching 809 adults. In Travis County, four Financial Literacy Coalition of Central Texas (FLCCT) volunteers conducted Money Smart 'Express' classes at VITA tax preparation sites, with 126 people participating in the classes. Changes in financial management practices included opening checking and savings accounts, beginning to reconcile checking accounts, using a spending plan, taking actions to restore credit, and now saving money.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
801	Individual and Family Resource Management

**Outcome #2****1. Outcome Measures**

Wi\$eUp: # reduce debt and increase savings.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	{No Data Entered}	837

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Increased financial knowledge and adoption of certain financial practices by women would enhance future financial security and are of interest to individuals and families themselves as well as to external stakeholders, including policymakers, educators, financial professionals, and taxpayers. Failure to achieve financial security has serious consequences for families, communities, and potentially, for taxpayers.

**What has been done**

Wi\$eUp was developed as a national curriculum by Texas AgriLife Extension through a partnership and contract with the U.S. Department of Labor - Women's Bureau. It is available both as an online course and as a workshop/classroom-facilitated series. The scope and outreach nationally is extensive. In 2008, a special Texas AgriLife Extension pilot replication of Wi\$eUp was conducted by 10 counties. Wi\$eUp has two national partners (American Institute of Certified Public Accountants and the Financial Planning Association), a dedicated website (<http://wiseupwomen.tamu.edu>), over 100 financial experts who respond to questions, bi-monthly national teleconferences, and a quarterly eNews publication. Assessment tools include pre and post-assessments and a 3-month post assessment tool.

**Results**

Wi\$eUp reached 837 Texans during the Federal Fiscal Year 2008, including 239 reached in an 8-part workshop series offered by 10 Texas counties. Nationally, Wi\$eUp has reached more than 14,000 persons who have taken the course online or via classes and workshops led by community-based organizations. 82 percent of participants in programs led by Texas AgriLife educators reported reducing debt three months after taking Wi\$eUp, compared to 62 percent of all Wi\$eUp participants. 55 percent of Extension participants increased savings or investments for retirement or other purposes, compared to 54 percent of all participants. Overall 80 percent of both groups made positive changes in their savings habits.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
801	Individual and Family Resource Management

**V(H). Planned Program (External Factors)****External factors which affected outcomes**

- Economy

**Brief Explanation**

Changing economic environment in the U.S. has focused attention on the need for financial education. The Wi\$eUp program has noted an increase in program participation as unemployment and foreclosures increase nationwide.

**V(I). Planned Program (Evaluation Studies and Data Collection)****1. Evaluation Studies Planned**

- Retrospective (post program)
- Time series (multiple points before and after program)

**Evaluation Results**

Changing economic environment in the U.S. has focused attention on the need for financial education. The Wi\$eUp program has noted an increase in program participation as unemployment and foreclosures increase nationwide Money Smart: Complete evaluation instruments were obtained from 466 participants. Statistical analysis of participants' knowledge of the program's concepts before the class and after the class indicated a statistically significant increase in knowledge as a result of participating in each class.

Wi\$eUp: Evaluation procedures include pre, post and 3-month post assessment. Rate of return on 3-month post-assessment is 11%.82 percent of participants in programs conducted by Texas AgriLife Extension reported reducing their debt since taking the Wi\$eUp course, compared to 62 percent of all participants who responded to the three-month assessment.55 percent of the Extension participants reported increasing their savings or investments for retirement or other purposes, compared to 54 percent of all participants. Overall, 80 percent of both groups made positive changes in their savings habits.

**Key Items of Evaluation**

Money Smart: Findings from retrospective post: Increases in knowledge scores were significantly greater among the Spanish speakers than the English speakers for the Money Matters and Borrowing Basics classes. There was no significant difference for the Pay Yourself First class.