V(A). Planned Program (Summary)

Program # 8

1. Name of the Planned Program

Character Education

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
<th>%1862 Extension</th>
<th>%1890 Extension</th>
<th>%1862 Research</th>
<th>%1890 Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

V(C). Planned Program (Inputs)

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

<table>
<thead>
<tr>
<th>Year: 2009</th>
<th>Extension</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1862</td>
<td>1890</td>
</tr>
<tr>
<td>Plan</td>
<td>8.8</td>
<td>0.0</td>
</tr>
<tr>
<td>Actual</td>
<td>26.8</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Extension</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith-Lever 3b &amp; 3c</td>
<td>Hatch</td>
</tr>
<tr>
<td>389719</td>
<td>0</td>
</tr>
<tr>
<td>1862 Matching</td>
<td>1890 Matching</td>
</tr>
<tr>
<td>389719</td>
<td>0</td>
</tr>
<tr>
<td>1862 All Other</td>
<td>1890 All Other</td>
</tr>
<tr>
<td>2436076</td>
<td>0</td>
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</tbody>
</table>

V(D). Planned Program (Activity)

1. Brief description of the Activity

Texas AgriLife Extension's 4-H and Youth Development Program took action to develop the curriculum enrichment program titled Take A Stand. In the late 1980's, National 4-H Council developed a curriculum called Talking with TJ which focused on conflict resolution and teamwork. This curriculum was widely used in Texas but was no longer in print and has not been available to counties for several years. There were many requests from counties for a curriculum in this subject matter area.

2. Brief description of the target audience

Take A Stand lessons focus on five topics: conflict resolution and bullying, communication, etiquette, teamwork and cultural awareness. There are three levels of the curriculum which target the following grade levels: 3-5th grade, 6-8th grade, and 9-12th grade. Take A Stand lessons focus on five topics: conflict resolution and bullying, communication, etiquette, teamwork and cultural awareness. There are three levels of the curriculum which target the following grade levels: 3-5th grade, 6-8th grade, and 9-12th grade.

In September 2008, counties were invited to participate as a pilot site for their preferred grade level. A goal of pilot testing in 12 counties per level (36 counties total) was identified by the coordinators. The response was greater than the goal. A total of 60 counties were trained in November 2008 with 8 hours of training. Fifty counties completed the pilot and provided evaluation data and instructor feedback forms. The feedback forms were reviewed and edits were made accordingly to strengthen the curriculum.
content.

V(E). Planned Program (Outputs)

1. Standard output measures

<table>
<thead>
<tr>
<th></th>
<th>Direct Contacts Adults</th>
<th>Indirect Contacts Adults</th>
<th>Direct Contacts Youth</th>
<th>Indirect Contacts Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>10000</td>
<td>86500</td>
<td>22500</td>
<td>0</td>
</tr>
<tr>
<td>Actual</td>
<td>3384</td>
<td>73557</td>
<td>24066</td>
<td>0</td>
</tr>
</tbody>
</table>

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

Patent Applications Submitted

- Year: 2009
- Plan: 0
- Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

<table>
<thead>
<tr>
<th></th>
<th>Extension</th>
<th>Research</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>3</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Actual</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- # of group educational sessions conducted.

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>2100</td>
<td>735</td>
</tr>
</tbody>
</table>
### V. State Defined Outcomes

<table>
<thead>
<tr>
<th>O. No.</th>
<th>OUTCOME NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>% of youth who report abilities (skills) changed as a result of participation in character education programs.</td>
</tr>
<tr>
<td>2</td>
<td>% of youth who plan to adopt character practices as a result of participation in character education programs.</td>
</tr>
<tr>
<td>3</td>
<td>% of youth who report an increased knowledge of character education principles.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Texas AgriLife Extension?s 4-H and Youth Development Program took action to develop the curriculum enrichment program titled Take A Stand. In the late 1980?s, National 4-H Council developed a curriculum called Talking with TJ which focused on conflict resolution and teamwork. This curriculum was widely used in Texas but was no longer in print and has not been available to counties for several years. There were many requests from counties for a curriculum in this subject matter area.

What has been done

Take A Stand lessons focus on five topics: conflict resolution and bullying, communication, etiquette, teamwork and cultural awareness. There are three levels of the curriculum which target the following grade levels: 3-5th grade, 6-8th grade, and 9-12th grade.

In September 2008, counties were invited to participate as a pilot site for their preferred grade level. A goal of pilot testing in 12 counties per level (36 counties total) was identified by the coordinators. The response was greater than the goal. A total of 60 counties were trained in November 2008 with 8 hours of training. Fifty counties completed the pilot and provided evaluation data and instructor feedback forms. The feedback forms were reviewed and edits were made accordingly to strengthen the curriculum content.

Results

- 739 of 1249 (43.4%) always or often can recognize signs of anger in themselves and others and know how to control it.
- 784 of 1249 (63.4%) always or often can accept and understand consequences of violence.
- 684 of 1249 (47.8%) always or often can explain their point of view to others.
- 761 of 1249 (62.5%) always or often can listen to other points of view.
- 607 of 1249 (49.7%) always or often can compromise to solve conflict.
- 933 of 1249 (76.2%) always or often respect others.
- 748 of 1249 (61.4%) always or often practice good manners.
- 889 of 1249 (73%) always or often are a good team member when working with a group.
- 748 of 1249 (61.7%) always or often can work with others to make decisions.
- 738 of 1249 (60.6%) always or often can identify ways people are alike and different.
- 914 of 1249 (75.1%) always or often respect customs and traditions of others.
- 842 of 1249 (75.5%) were completely or mostly satisfied with the program.
- 956 of 1249 (78.7%) completely or mostly felt that the activities were enjoyable.
- 891 of 1249 (73.5%) completely or mostly felt that the information was easy to understand.
- 852 of 1249 (70.6%) were completely or mostly satisfied with the range of topics covered.
- 952 of 1249 (79%) were completely or mostly satisfied with the instructor?s response to questions.
4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>10</td>
<td>30</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
Texas AgriLife Extension's 4-H and Youth Development Program took action to develop the curriculum enrichment program titled Take A Stand. In the late 1980's, National 4-H Council developed a curriculum called Talking with TJ which focused on conflict resolution and teamwork. This curriculum was widely used in Texas but was no longer in print and has not been available to counties for several years. There were many requests from counties for a curriculum in this subject matter area.

**What has been done**
Take A Stand lessons focus on five topics: conflict resolution and bullying, communication, etiquette, teamwork and cultural awareness. There are three levels of the curriculum which target the following grade levels: 3-5th grade, 6-8th grade, and 9-12th grade.

**Results**
-215 of 291 (74.4%) always or often can identify the characteristics of bullies.
-105 of 291 (36.8%) always or often works to make their school a safe zone.
-124 of 291 (43.8%) always or often can identify the steps in peer mediation.
-105 of 291 (36.7%) always or often uses peer mediation to help others solve conflict.
-192 of 291 (67.1%) always or often can describe conflict in their own terms.
-199 of 291 (69.3%) always or often can see how physical presence can contribute to conflict.
-159 of 291 (55.8%) always or often will change their vocabulary to be more open to communication.
-211 of 291 (73.8%) always or often uses good manners and practices proper etiquette to make positive impressions on others.
-241 of 291 (84.3%) always or often respects themselves and others in social situations.
-204 of 291 (71.1%) always or often can use different communication methods for the appropriate situation.
-203 of 291 (71.2%) always or often can identify the characteristics of dating violence.
-198 of 291 (69%) always or often can identify strategies to create a safe dating environment.
-235 of 291 (81.9%) always or often can work effectively with others on teams.
-154 of 291 (54%) always or often can identify the 4 C's of teamwork and implement them in team situations.
-220 of 291 (78.3%) always or often listens to team members to help solve problems.
-211 of 291 (73.8%) always or often can recognize the diversity of other people.
-249 of 291 (87.1%) always or often values their own cultural identity.
-241 of 291 (84.3%) always or often values the diversity of all human beings.
-246 of 291 (86.9%) were completely or mostly satisfied with the program.
-241 of 291 (84.3%) completely or mostly felt that the activities were enjoyable.
-248 of 291 (86.7%) completely or mostly felt that the information was easy to understand.
-241 of 291 (84.9%) were completely or mostly satisfied with the range of topics covered.
-256 of 291 (90.5%) were completely or mostly satisfied with the instructors responses to questions.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

Outcome #3

1. Outcome Measures

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

Not Reporting on this Outcome Measure

V(H). Planned Program (External Factors)

External factors which affected outcomes
- Competing Programmatic Challenges

Brief Explanation

The 4-H Program has recently went through significant restructuring in an effort to provide more effective support to counties. This has led to some programmatic challenges.

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

1. Evaluation Studies Planned

- Retrospective (post program)
- Before-After (before and after program)
- Comparisons between different groups of individuals or program participants experiencing different levels of program intensity.

Evaluation Results

Behavior Changes
The 3-5th grade Participants indicated the following results because of what they experienced and learned from the Take A Stand Pilot Program:

1. 739 of 1249 (43.4%) "always" or "often" can recognize signs of anger in themselves and others and know how to control it.
2. 784 of 1249 (63.4%) "always" or "often" can accept and understand consequences of violence.
3. 584 of 1249 (47.8%) "always" or "often" can explain their point of view to others.
4. 761 of 1249 (62.5%) "always" or "often" can listen to other points of view.
5. 607 of 1249 (49.7%) "always" or "often" can compromise to solve conflict.
6. 933 of 1249 (76.2%) "always" or "often" respect others.
7. 748 of 1249 (61.4%) "always" or "often" practice good manners.
8. 889 of 1249 (73%) "always" or "often" are a good team member when working with a group.
9. 748 of 1249 (61.7%) "always" or "often" can work with others to make decisions.
10. 738 of 1249 (60.6%) "always" or "often" can identify ways people are alike and different.

11. 914 of 1249 (75.1%) "always" or "often" respect customs and traditions of others.

12. 842 of 1249 (75.5%) were "completely" or "mostly" satisfied with the program.

13. 956 of 1249 (78.7%) "completely" or "mostly" felt that the activities were enjoyable.

14. 891 of 1249 (73.5%) "completely" or "mostly" felt that the information was easy to understand.

15. 852 of 1249 (70.6%) were "completely" or "mostly" satisfied with the range of topics covered.

16. 952 of 1249 (79%) were "completely" or "mostly" satisfied with the instructor's response to questions.

The 6-8th grade participants indicated the following results because of what they experienced and learned from the
Take A Stand Pilot Program:

1. 555 of 892 (64.3%) "always" or "often" can identify the characteristics of a bully.

2. 574 of 872 (66.1%) "always" or "often" avoids becoming a bully.

3. 395 of 872 (45.9%) "always" or "often" uses communication to work out problems.

4. 256 of 872 (30.1%) "always" or "often" uses peer mediation to avoid conflict.

5. 437 of 872 (51.1%) "always" or "often" can identify a cyberbully.

6. 589 of 872 (68.4%) "always" or "often" avoids using cyberbullying to deal with conflict.

7. 472 of 872 (55.3%) "always" or "often" can identify roles of team members.

8. 402 of 872 (47.1%) "always" or "often" uses teamwork to solve problems.

9. 554 of 872 (64.6%) "always" or "often" appreciates people for their differences.

10. 517 of 872 (59.9%) "always" or "often" will get to know someone before judging them.

11. 611 of 872 (76.4%) were "completely" or "mostly" satisfied with the program.

12. 671 of 872 (78%) "completely" or "mostly" felt that the activities were enjoyable.

13. 655 of 872 (76.5%) "completely" or "mostly" felt that the information was easy to understand.

14. 616 of 872 (71.9%) were "completely" or "mostly" satisfied with the range of topics covered.

15. 689 of 872 (80.3%) were "completely" or "mostly" satisfied with the instructor's response to questions.

The 9-12th grade participants indicated the following results because of what they experienced and learned from the
Take A Stand Pilot Program:

1. 215 of 291 (74.4%) "always" or "often" can identify the characteristics of bullies.

2. 105 of 291 (36.8%) "always" or "often" works to make their school a safe zone.

3. 124 of 291 (43.8%) "always" or "often" can identify the steps in peer mediation.

4. 105 of 291 (36.7%) "always" or "often" uses peer mediation to help others solve conflict.

5. 192 of 291 (67.1%) "always" or "often" can describe conflict in their own terms.

6. 199 of 291 (69.3%) "always" or "often" can see how physical presence can contribute to conflict.
7. 159 of 291 (55.8%) "always" or "often" will change their vocabulary to be more open to communication.

8. 211 of 291 (73.8%) "always" or "often" uses good manners and practices proper etiquette to make positive impressions on others.

9. 241 of 291 (84.3%) "always" or "often" respects themselves and others in social situations.

10. 204 of 291 (71.1%) "always" or "often" can use different communication methods for the appropriate situation.

11. 203 of 291 (71.2) "always" or "often" can identify the characteristics of dating violence.

12. 198 of 291 (69%) "always" or "often" can identify strategies to create a safe dating environment.

13. 235 of 291 (81.9%) "always" or "often" can work effectively with others on teams.

14. 154 of 291 (54%) "always" or "often" can identify the 4 C's of teamwork and implement them in team situations.

15. 220 of 291 (78.3%) "always" or "often" listens to team members to help solve problems.

16. 211 of 291 (73.8%) "always" or "often" can recognize the diversity of other people.

17. 249 of 291 (87.1%) "always" or "often" values their own cultural identity.

18. 241 of 291 (84.3%) "always" or "often" values the diversity of all human beings.

19. 246 of 291 (86.9%) were "completely" or "mostly" satisfied with the program.

20. 241 of 291 (84.3%) "completely" or "mostly" felt that the activities were enjoyable.

21. 248 of 291 (86.7%) "completely" or "mostly" felt that the information was easy to understand.

22. 241 of 291 (84.9%) were "completely" or "mostly" satisfied with the range of topics covered.

23. 256 of 291 (90.5%) were "completely" or "mostly" satisfied with the instructor's responses to questions.

Key Items of Evaluation