V(A). Planned Program (Summary)

Program # 9

1. Name of the Planned Program
Out of School Time

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></td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td></td>
<td>0%</td>
<td></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>3.3</td>
<td>0.0</td>
</tr>
<tr>
<td>Actual</td>
<td>1.3</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></th>
<th>Extension</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith-Lever 3b &amp; 3c</td>
<td>1890 Extension</td>
<td>Hatch</td>
</tr>
<tr>
<td>18904</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1862 Matching</td>
<td>1890 Matching</td>
<td>1862 Matching</td>
</tr>
<tr>
<td>18904</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1862 All Other</td>
<td>1890 All Other</td>
<td>1862 All Other</td>
</tr>
<tr>
<td>118168</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

V(D). Planned Program (Activity)

1. Brief description of the Activity

The following activities will be used to conduct 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 model outcome plan for 6-8 grade after-school curriculum
- 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

<table>
<thead>
<tr>
<th></th>
<th>2009 Direct Contacts Adults</th>
<th>2009 Indirect Contacts Adults</th>
<th>2009 Direct Contacts Youth</th>
<th>2009 Indirect Contacts Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>11000</td>
<td>40000</td>
<td>65000</td>
<td>0</td>
</tr>
<tr>
<td>Actual</td>
<td>9874</td>
<td>90475</td>
<td>138078</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>2009 Extension</th>
<th>2009 Research</th>
<th>2009 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>1</td>
<td>0</td>
<td>1</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 education sessions conducted.

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>7500</td>
<td>3111</td>
</tr>
</tbody>
</table>

Output #2

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>10</td>
<td>24</td>
</tr>
</tbody>
</table>

Output #3

Output Measure
- # of youth reached in out of school time programming with Extension curriculum

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>10000</td>
<td>52824</td>
</tr>
</tbody>
</table>
## V. State Defined Outcomes Table of Content

<table>
<thead>
<tr>
<th>O. No.</th>
<th>OUTCOME NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>% of 4-H after-school club participants who develop new life skills.</td>
</tr>
<tr>
<td>2</td>
<td># of new 4-H after-school clubs established.</td>
</tr>
<tr>
<td>3</td>
<td># of collaborations with out of school time programs.</td>
</tr>
<tr>
<td>4</td>
<td># of outcome plans conducted by agents in out of school time.</td>
</tr>
</tbody>
</table>
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

<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)
   Youth in out of school time programs are there because their parents are working and cannot be home to take care of them before and after school. Youth involved in out of school time programs are less likely to become involved in risky behavior and benefit from life skills development through enrichment activities.

   What has been done
   Counties have worked with out of school time programs to offer 4-H curriculum, 4-H clubs, and other learning experiences. Through 4-H clubs, youth are taught life skills such as communication, teamwork, problem solving, leadership, and much more.

   Results
   Youth involved in 4-H afterschool clubs have opportunities to be involved in leadership roles through club officer positions and participation in 4-H club experiences as members. Through these experiences, youth developed skills in communication, responsibility, problem solving, teamwork, and more. Specific examples include things such as:
   * how to stand up and speak to a group by making motions or debating during a club business meeting.
   * responsibility for their projects i.e. feeding animals, taking care of materials or equipment
   * personal safety and hygiene in with foods & nutrition project preparation
   * problem solving and teamwork through working together to plan community service projects and other activities

4. Associated Knowledge Areas

   KA Code   Knowledge Area
   806        Youth Development

Outcome #2

1. Outcome Measures

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

   Not Reporting on this Outcome Measure
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

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>10</td>
<td>15</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

   Issue (Who cares and Why)
   Collaborators provide resources such as facilities, staff to implement 4-H programming, money to purchase 4-H materials. Most collaborators in out of school time provide the youth for which the programs serve.

   What has been done
   Counties have worked to secure collaborators in the out of school time area to help facilitate 4-H clubs, projects, and enrichment activities. Examples of collaborators include but are not limited to:

   * School districts
   * Boys and Girls Clubs
   * Parks and Rec departments
   * Housing Authorities
   * Business/industry donors

   Results
   * Collaborators have provided facilities for programming and training.
   * Collaborators have donated items for door prizes for training sessions, supplies for 4-H projects, curriculum and more.
   * Collaborators provide staff to be trained by Extension staff to implement 4-H programming at their site.

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 #4

1. Outcome Measures

   # of outcome plans conducted by agents in out of school time.

2. Associated Institution Types
3a. Outcome Type:

Change in Knowledge 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>5</td>
<td>14</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
County agents have an opportunity to choose their outcome plan subject matter area. This decision is influenced by a number of factors including: County needs, professional experience/expertise, interests of their county committee members, and potential audiences to work with. There were 14 counties with specific plans related to out of school time. Many other counties conduct programming with out of school time audiences through output plans.

What has been done
Topics addressed in out of school time programming include:
* Yea 4-H
* Kidz with Biz Ideaz (entrepreneurship)
* Health Rocks!
* Junior Master Gardener
* Food & Nutrition
* Health/Safety
* Character Education
* Science, Technology, Engineering and Math
* Urban Animal Science
* Predators in the Classroom

Results
Some examples of results include:
* Increase in knowledge in basic gardening principals such as photosynthesis, the weather cycle, metamorphosis of an insect, caring for a garden.
* Youth gained knowledge and skills in developing a business plan, product development, marketing, and sales through entrepreneurship programs.
* Youth gained knowledge and better understanding of the harmful effects of smoking and tobacco, being a good role model
* Youth learned responsibility and how to care for a goat including feeding, grooming, showmanship, and more.
* Youth gained knowledge and skills in good eating habits, good health practices
* Youth gained knowledge about what predators are, how they impact our world, and more.

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

**External factors which affected outcomes**
- Economy
- Appropriations changes
- Competing Programmatic Challenges

**Brief Explanation**

The cost of out of school time programs can be a challenge if parents are required to pay for services. Grant programs such as 21st century learning center grants, SOCC grants, and other private funding help to offset these costs. The federal government is looking at reducing funding to these programs which would impact programs at the local level.

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

1. Evaluation Studies Planned
    - After Only (post program)

**Evaluation Results**

Customer satisfaction survey results included:
- 95% were mostly or completely satisfied with the program.
- 95% were mostly or completely satisfied with the information being easy to understand.
- 90% were mostly or completely satisfied with the range of topics covered.
- 88% were mostly or completely satisfied with the instructors knowledge level.
- 83% were mostly or completely satisfied with the information being helpful in making good choices.
- 66% plan to take action or make changes because of what they learned.

**Key Items of Evaluation**

N/A