

# 2012 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 25 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 most urban states in the nation with a majority of its citizens living in 20 of the 254 counties in the state.

Texas A&M AgriLife Research (AgriLife Research) and the Texas A&M AgriLife Extension Service (AgriLife Extension) 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, AgriLife Research, and 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/or roadmaps. The major topical areas in the AgriLife Research strategic plan are identified as imperatives. These imperatives are vital and equally important to ensuring a positive future for Texas and its citizens. The imperatives are as follows:

- 1) Sustain healthy ecosystems and conserve our natural resources.
- 2) Enhance competitiveness, prosperity, and sustainability of urban and rural agricultural industries.
- 3) Improve public health and well-being.
- 4) Mitigate negative effects of global climate change.
- 5) Create and utilize fundamental information (genomic, proteomic and metabolomic) to optimize plant and animal production, and human health.

The Extension Strategic Plan, 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 2012 were very successful. Data in this report highlight the activities and success of major program areas supported by AgriLife Research and AgriLife Extension.

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

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	443.5	0.0	182.0	0.0
Actual	467.7	0.0	172.3	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 of traditional stakeholder individuals
- 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 uses 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 2011 and carrying on into 2012, and as part of AgriLife Extension's strategic planning effort, local Leadership Advisory Boards (LABs) are leading an effort to raise new and validate current issues being addressed in local communities. The process allows for flexibility in approaches based on community resources. Face-to-face meetings and an online data collection effort are part of the options offered. Approximately 2,500 individuals serve on Leadership Advisory Boards across the state. To date, over 4,000 individuals have been involved in 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.

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, cotton, peanuts, cow-calf and beef cattle feedlots, 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
- Use Internal Focus Groups
- Use External Focus Groups
- 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 local community listening sessions and advisory board validation as part of the grassroots issue identification 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.

In 2011 and carrying on into 2012, and as part of AgriLife Extension's strategic planning effort, local Leadership Advisory Boards (LABs) are leading an effort to raise new and validate current issues being addressed in local communities. The process allows for flexibility in approaches based on community resources. Face-to-face meetings and an online data collection effort are part of the options offered. 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 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)
- Meeting specifically with non-traditional groups
- Survey specifically with non-traditional groups
- Meeting specifically with non-traditional individuals
- Survey specifically with non-traditional individuals
- 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 promotes 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 will be 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 (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. Regional Teams 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. Priority areas of this plan have been used to guide the efforts of this POW.

#### **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>
12578057	0	8467715	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>	6026933	0	6494643	0
<b>Actual Matching</b>	6026933	0	16789139	0
<b>Actual All Other</b>	51569641	0	28699712	0
<b>Total Actual Expended</b>	63623507	0	51983494	0

<b>3. Amount of Above Actual Formula Dollars Expended which comes from Carryover funds from previous</b>				
<b>Carryover</b>	5874966	0	0	0

## V. Planned Program Table of Content

S. No.	PROGRAM NAME
1	Range Management
2	Economics and Management
3	Diabetes Education
4	Exercise and Wellness
5	Community Resource and Economic Development
6	Water Management
7	Parenting and Dependent Care
8	Adult Leadership and Volunteer Development
9	Food Safety
10	Food and Nutrition Education for Limited Resource Audiences
11	Livestock and Meat Quality, Safety, and Productivity
12	Life Skills for Youth (includes Character Education and Leadership)
13	Crop and Forage Production Systems
14	Child Passenger Safety
15	Cancer Risk Reduction and Early Detection
16	Family Financial Security
17	Global Food Security and Hunger
18	Childhood Obesity
19	Climate Change
20	Sustainable Energy

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

**Program # 1**

**1. Name of the Planned Program**

Range Management

Reporting on this Program

**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 FTE/SYs expended this Program**

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	20.0	0.0	15.0	0.0
Actual Paid Professional	21.2	0.0	21.8	0.0
Actual Volunteer	0.0	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
273190	0	667113	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
273190	0	1631248	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
2337559	0	4580351	0

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

**1. Brief description of the Activity**

Primary activities in this program focused 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 was also conducted. Training and support for County Extension Agent and Specialist training was provided on appropriate and timely aspects of rangeland management. Emphasis was 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 included 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 have returned to it.

**3. How was eXtension used?**

ESSM Specialists provided support to County Demonstration Programs with 301 county-level result demonstrations established or evaluated during FY 2012. Areas of demonstrations established include weed control, brush control, rangeland health and monitoring.

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

**1. Standard output measures**

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	43045	417153	4072	0

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

**Patent Applications Submitted**

Year: 2012  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2012	Extension	Research	Total
<b>Actual</b>	0	206	206

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

**Output Target**

**Output #1**

**Output Measure**

- # of group educational sessions conducted.

<b>Year</b>	<b>Actual</b>
2012	1727

**Output #2**

**Output Measure**

- # of research-related projects.

<b>Year</b>	<b>Actual</b>
2012	94

**Output #3**

**Output Measure**

- # of result demonstrations conducted.

<b>Year</b>	<b>Actual</b>
2012	301

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

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

O. No.	OUTCOME NAME
1	% of Land Managers who report increased knowledge leading to better decision-making for wise pesticide use.
2	% of livestock producers who report increased knowledge of rangeland monitoring, watershed management, weed and brush control.

## **Outcome #1**

### **1. Outcome Measures**

% of Land Managers who report increased knowledge leading to better decision-making for wise pesticide use.

### **2. Associated Institution Types**

- 1862 Extension
- 1862 Research

### **3a. Outcome Type:**

Change in Knowledge Outcome Measure

### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	100

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

#### **Issue (Who cares and Why)**

Pesticide applicators in Texas must obtain continuing education units to maintain their pesticide license. Many of these private applicators have full time jobs outside of Agriculture and cannot attend traditional Extension programs.

#### **What has been done**

The Texas Range Webinar Series was developed by the Ecosystem Science and Management (ESSM) Unit as an opportunity to expand its educational outreach by offering state of the art, web-based educational opportunities. In addition, the ESSM Unit conducted a face-to-face Brush Busters Workshop in conjunction with the 2012 Texas A&M Beef Cattle Workshop.

#### **Results**

In 2012, the Texas Range Webinar Series completed a full year of monthly webinars with 403 clientele contact hours (210 live and 193 archive access) and 137 pesticide CEUs awarded. Ninety-seven percent of clientele indicated they would recommend webinars and 76% were very likely to adopt or would adopt practices presented. Thirty-six County Extension Agent training hours (22 live and 14 archive access) were completed.

Eighty-eight landowners participated in the Brush Busters workshop. Retrospective-post evaluation indicated that the increase in understanding of the eight topics presented averaged 84%. Participants represented 62 counties and reported owning or operating 52,314 acres for an average of about 727 acres per person. One-hundred percent of those returning the evaluation indicated that the information received would help them make better management decisions. Ninety-nine percent of these participants indicated that they planned to do some form of brush management in the near future.

#### 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	Actual
2012	52

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

###### **Issue (Who cares and Why)**

Through 2011, the driest year on record in Texas, most parts of Texas were in exceptional or extreme drought conditions. These conditions have existed in many parts of the state since 2008. Landowners are concerned about how to manage rangelands for recovery after 2011 and other recent drought years.

###### **What has been done**

The Extension Range Program Unit has been a part of the Beef Cattle Short Course since 1955 and has endeavored to bring the latest knowledge on rangeland management and current issues to the beef cattle producers of the state. For the 2012 Beef Cattle Short Course, the topic of ?Recovery after Drought? was selected to be the central focus of a 3.5 hour training for the range management workshop. This event was conducted in August, 2012, to assist beef cattle producers with understanding of the current situation and decisions that could be made.

###### **Results**

One hundred sixty-six landowners participated in this workshop. A retrospective-post evaluation was conducted with this workshop. Increase in understanding of eight teaching points evaluated averaged 52% with a range of 38 to 108%. About 49% of the workshop participants returned the evaluation. These participants represented 64 different counties and reported that they owned or operated a total 72,833 acres (average 888 acres/participant). Based on this average, total

estimated acres represented was over 147,000. Ninety-eight percent of those returning the evaluation indicated that the information received would help them make better management decisions.

#### 4. Associated Knowledge Areas

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

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

##### External factors which affected outcomes

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

##### Brief Explanation

The continuing drought of 2012 and expansive wildfire season in Texas have played a major role in current programming efforts for our Ecosystem Science and Management Extension Unit. We continue to do drought/wildfire recovery meetings throughout the state to help producers determine when de-stocking and re-stocking is necessary, recovery techniques and practices available and other aspects associated with drought recovery and management.

#### V(I). Planned Program (Evaluation Studies)

##### Evaluation Results

The ESSM Unit uses a variety of mechanisms to evaluate programmatic results. Our Unit's new Webinar distance technology program, Texas Range Webinar Series, allows us to reach a new audience with less travel and expense while at the same time providing a unique opportunity for evaluation. For the 2012 webinars, 97% of clientele indicated they would recommend webinars and 76% were very likely to adopt or would adopt practices presented.

For the Brush Busters Workshop conducted in conjunction with the 2012 Texas A&M Beef Cattle Workshop retrospective-post evaluation indicated that the increase in understanding of the eight topics presented averaged 84%. One-hundred percent of those returning the evaluation indicated that the information received would help them make better management decisions. Ninety-nine percent of these participants indicated that they planned to do some form of brush management in the near future.

For the 2012 Beef Cattle Short Course Recovery after Drought Workshop, retrospective-post evaluation indicated a 52% average increase in understanding for eight teaching points evaluated with a range of 38 to 108%. Ninety-eight percent of those returning the evaluation indicated that the information received would help them make better management decisions.

### **Key Items of Evaluation**

Since 2008 through 2012, most parts of Texas have been in exceptional or extreme drought conditions at some time. Wildfire incidents have increased with increased drought. We use traditional Extension delivery methods and are incorporating new technology to address the clientele needs such as this in Texas.

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

**Program # 2**

**1. Name of the Planned Program**

Economics and Management

Reporting on this Program

**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	5%		5%	
610	Domestic Policy Analysis	25%		25%	
	<b>Total</b>	100%		100%	

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

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	20.0	0.0	10.0	0.0
Actual Paid Professional	13.7	0.0	7.8	0.0
Actual Volunteer	0.0	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
189429	0	323704	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
189429	0	973121	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
1620855	0	2084398	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 participate in our programs.

Work of AgriLife Research and AgriLife Extension is conducted jointly where research-based information is generated and then transferred to clientele. This work is 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 AgriLife Research and AgriLife Extension faculty. Examples of this work include cooperating with Grain and Livestock organizations on risk management and Biofuels programming and the Texas FSA office on price forecasts for lending purposes for the coming year.

### 2. Brief description of the target audience

The target audience for the economics and management program 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 are 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.

### 3. How was eXtension used?

The Cooperatives Community of Practice for eXtension is supported by Texas AgriLife Extension personnel. It provides a resource to individuals and groups interested in cooperative agricultural business

practices. A new focus for the community of practice is youth leadership, with the intent of drawing talented youth to careers in cooperatives. Such careers are typically located in rural communities and help to strengthen rural economies. In addition, several faculty members answer the ask an expert questions that come in through eXtension.

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

**1. Standard output measures**

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	21403	293865	123	0

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

**Patent Applications Submitted**

Year: 2012  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2012	Extension	Research	Total
<b>Actual</b>	20	160	180

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

**Output Target**

**Output #1**

**Output Measure**

- # of group educational sessions conducted.

<b>Year</b>	<b>Actual</b>
2012	714

**Output #2**

**Output Measure**

- # of research-related projects.

<b>Year</b>	<b>Actual</b>
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2012

52

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

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

O. No.	OUTCOME NAME
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**

<b>Year</b>	<b>Actual</b>
2012	51

### **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. This improvement in risk management skills, and increased economic returns should improve the long-run viability of the agricultural sector, result in improved economic returns to related businesses and employment in the region as well.

#### **What has been done**

A 2.5 year post survey was mailed to participants of the 2010 Master Marketer program held in Amarillo Texas, to determine knowledge gain, 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**

Results from survey questions indicated; an increase in the use of a marketing plan from 38% pre-Master Marketer to 91% post-Master Marketer, an increase in determining production costs and incorporating those into the marketing plan from 71% pre-Master Marketer to 91% post-Master Marketer, an increase in using market fundamentals in developing their personal market outlook from 50% pre-Master Marketer to 100% post-Master Marketer, and knowing when to use forward cash contracting from 67% pre-Master Marketer to 89% post-Master Marketer. Master Marketer education had an average individual economic impact of \$38,144 or 3.8% of gross farm income for the Amarillo class.

### **4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2012	78

### **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. This improvement in risk management skills, and increased economic returns should improve the long-run viability of the agricultural sector, result in improved economic returns to related businesses and employment in the region as well.

#### **What has been done**

Pre-test and post-test instruments and retrospective post-tests were used to determine knowledge gained at Master Marketer, Advanced Topics Series, and Beef Management Economics Workshops.

#### **Results**

The 24th Master Marketer program (approximately 70 hours of classroom training over a six-week period of time) was conducted in Plainview, Texas during January/February/March 2012. Pre-test and post-test scores of subject matter knowledge level indicated a 30.53% improvement in participant's scores from the beginning of the Master Marketer program (average pretest score 52.78%) to the end of the Master Marketer program (average posttest score 68.89%). In an exit evaluation, participants suggested that they were much more confident in how and when to use various risk management/marketing tools. If this increase in knowledge levels and confidence

translates to improved marketing performance similar to preceding Master Marketer graduates, then an increase in annual income of approximately \$35,200 per year, on average, can be expected for each of the 61 graduates of this year's program. If so, these returns would work out to over \$2.1 million per year for the graduates of the 2012 Master Marketer program in Plainview. Results of a pre and post test administered to participants from Advanced Topic Series and Beef Management Economics Workshops yielded increase/gain in knowledge ranging from 29% to 100%.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
602	Business Management, Finance, and Taxation
604	Marketing and Distribution Practices
605	Natural Resource and Environmental Economics

#### 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

Year	Actual
2012	120

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

###### **Issue (Who cares and Why)**

The FARM Assistance model (financial simulation strategic planning tool) was used to complete 120 analyses for producers, for demonstrations or agent planning purposes. Survey respondents showed that as a result of participating in FARM Assistance, 93% claim a better understanding of the financial aspects of their own operations, and 91% claim an improved ability to assess the financial risks and potential impacts of strategic decisions they make. A comparison of various scenarios analyzed showed 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 horizon using the FARM Assistance model. Producers were able to utilize their own financial, yield, and

production information to analyze alternative strategic opportunities such as adding or reducing acreage, changing the crop/livestock mix, changing the machinery complement or purchase/lease arrangements, financing options, irrigation investments etc., to determine long run impacts on the operations financial situation for planning purposes.

### Results

The outcome of client participation is measured through participant evaluations. Client assessments of the FARM Assistance program over the last year indicate a very positive impact on management ability. As a result of participating in the FARM Assistance program, 93% claim a better understanding of the financial aspects of their operation and 91% claim an improved ability to assess the financial risks and potential impacts of strategic decisions they make. One of the objectives of the program is to help managers become more comfortable with formal financial analysis, and 77% indicated that they would be more likely to use formal financial analysis (like FARM Assistance) to help make decisions in the future. 91% of respondents indicated they would recommend FARM Assistance to another producer. Finally, in responding to anticipated economic value, respondents estimated an average \$20,385 annual benefit to their operation as a result of their FARM Assistance participation.

### 4. Associated Knowledge Areas

KA Code	Knowledge Area
602	Business Management, Finance, and Taxation
604	Marketing and Distribution Practices
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

Budget reductions as a result of reduced state appropriations in 2011 resulted in a reduction in FTEs available to carry out educational activities during 2012 and into the future. While remaining faculty picked up additional responsibilities, some educational opportunities were missed due to reduced faculty numbers. The record-breaking drought of 2011, and carried over into 2012 across parts of the state caused a continued realignment of educational priorities. While traditional risk management educational programs were still popular, significant faculty time and effort was redirected toward immediate clientele needs associated with the impacts of drought, management issues tied to continued livestock destocking in some areas, restocking in others, and crop producers dealing with reduced irrigation water availability and related economic decisions.

### V(I). Planned Program (Evaluation Studies)



## **Evaluation Results**

Clientele/participants involved in Master Marketer, Advanced Topic Series, Beef Management Economics Workshops, and FARM Assistance are evaluated in several ways, depending on the length of the training activity, whether we are trying to identify short-term knowledge gains, or adoption/change of practices and economic impacts over time. Pre-tests and post-tests are used at the beginning and end of programs to better identify knowledge gains. Retrospective post evaluation surveys are used to identify adoption/change of practices and economic impacts over time. Results indicate that producers are learning, and adopting/changing practices, and these changes are producing economic benefits.

## **Key Items of Evaluation**

No additional findings to report.

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

**Program # 3**

**1. Name of the Planned Program**

Diabetes Education

Reporting on this Program

**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%		0%	
	<b>Total</b>	100%		0%	

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

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	15.0	0.0	0.0	0.0
Actual Paid Professional	10.3	0.0	0.0	0.0
Actual Volunteer	0.0	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
132729	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
132729	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
1135701	0	0	0

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

1. Brief description of the Activity

County agents partner with local community leaders and health care professionals to provide a 5 class nutrition and self-care management education series, Do Well, Be Well with Diabetes, and/or a 4 class

cooking school series, Cooking Well with Diabetes, and/or a 7 class series for lower literacy Spanish speakers, each with novelas, ¡Sí, Yo Puedo Controlar Mi Diabetes! (Yes, I Can Control My Diabetes!).

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

The target audience is all people with type 2 diabetes who need training to learn dietary and self-care management skills including recognizing and managing carbohydrate intake, cutting fat and sodium and increasing fiber in meal plan, increasing physical activity, taking prescribed medications, checking their blood glucose levels, and regularly visiting their health care providers.

**3. How was eXtension used?**

eXtension was not used in this program

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

**1. Standard output measures**

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	7557	71687	85	0

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

**Patent Applications Submitted**

Year: 2012  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2012	Extension	Research	Total
Actual	0	0	0

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

**Output Target**

**Output #1**

**Output Measure**

- # of group educational sessions conducted.

<b>Year</b>	<b>Actual</b>
2012	870

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

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

O. No.	OUTCOME NAME
1	# of participants who report improved before meals blood glucose levels after attending 4 of the 5 Do Well, Be Well with Diabetes classes; 3 of 4 Cooking Well with Diabetes classes; and 5 of 6 ¡Si, Yo Puedo Controlar Mi Diabetes¡.
2	# of individuals who complete the first diabetes series of 5 lessons.
3	# of Wesley nurses trained on diabetes education.
4	# of individuals who complete the diabetes cooking school 4 lessons.

## **Outcome #1**

### **1. Outcome Measures**

# of participants who report improved before meals blood glucose levels after attending 4 of the 5 Do Well, Be Well with Diabetes classes; 3 of 4 Cooking Well with Diabetes classes; and 5 of 6 ¡Sí, Yo Puedo Controlar Mi Diabetes¡.

### **2. Associated Institution Types**

- 1862 Extension

### **3a. Outcome Type:**

Change in Action Outcome Measure

### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	558

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

#### **Issue (Who cares and Why)**

Improvements in blood glucose measures for people with type 2 diabetes, including A1c, before meal, and/or 2 hour after meal measures reduces risk of future complications such as heart attack, stroke, blindness kidney failure, etc. Over 90% of the management for type 2 diabetes is done by the person with type 2. Better self-care management can improve not only quality of life and health care savings for the person with type 2, but also has considerable potential to save state and federal health care dollars.

#### **What has been done**

¡Sí, Yo Puedo Controlar Mi Diabetes! (Yes, I Can Control My Diabetes!) was offered in 6 counties. Do Well, Be Well with Diabetes was offered in 57 counties. 103 volunteers helped deliver DWBW classes. Cooking Well with Diabetes was offered in 105 counties.

#### **Results**

For ¡Sí, Yo Puedo Controlar Mi Diabetes! (Yes, I Can Control My Diabetes!), there was a 0.2 percentage point reduction in A1c between baseline in Week 1 and 3 months later. Participants have a potential to save \$145,408 in future health care costs and \$758,087 in future lost wages. For Do Well, Be Well with Diabetes, participants?, their before meal blood glucose dropped from 133 mg/dL to 118 mg/dL. DWBW participants have a potential health-care cost savings of \$53.8 million over their remaining years of life resulting from improved management. Cooking Well with Diabetes participants improved their knowledge of healthy food choices, portion control, and food preparation techniques.

### **4. Associated Knowledge Areas**

**KA Code**    **Knowledge Area**  
724            Healthy Lifestyle

**Outcome #2**

**1. Outcome Measures**

# of individuals who complete the first diabetes series of 5 lessons.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	576

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

**Issue (Who cares and Why)**

Improvements in blood glucose measures for people with type 2 diabetes, including A1c, before meal, and/or 2 hour after meal measures reduces risk of future complications such as heart attack, stroke, blindness kidney failure, etc. Over 90% of the management for type 2 diabetes is done by the person with type 2. Better self-care management can improve not only quality of life and health care savings for the person with type 2, but also has considerable potential to save state and federal health care dollars.

**What has been done**

Do Well, Be Well with Diabetes was offered in 57 counties.

**Results**

For Do Well, Be Well with Diabetes, participants?, their before meal blood glucose dropped from 133 mg/dL to 118 mg/dL. DWBW participants have a potential health-care cost savings of \$53.8 million over their remaining years of life resulting from improved management.

**4. Associated Knowledge Areas**

**KA Code**    **Knowledge Area**  
724            Healthy Lifestyle

**Outcome #3**

**1. Outcome Measures**

# of Wesley nurses trained on diabetes education.

Not Reporting on this Outcome Measure

**Outcome #4**

**1. Outcome Measures**

# of individuals who complete the diabetes cooking school 4 lessons.

Not Reporting on this Outcome Measure

**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**

Due to budget constraints and retirements, less agents offered our diabetes programs in their counties.

**V(I). Planned Program (Evaluation Studies)**

**Evaluation Results**

For ¡Sí, Yo Puedo Controlar Mi Diabetes! (Yes, I Can Control My Diabetes!), there was a 0.2 percentage point reduction in A1c between baseline in Week 1 and 3 months later. Participants have a potential to save \$145,408 in future health care costs and \$758,087 in future lost wages. For Do Well, Be Well with Diabetes, participants', their before meal blood glucose dropped from 133 mg/dL to 118 mg/dL. DWBW participants have a potential health-care cost savings of \$53.8 million over their remaining years of life resulting from improved management. Cooking Well with Diabetes participants improved their knowledge of healthy food choices, portion control, and food preparation techniques.



### **Key Items of Evaluation**

For ¡Sí, Yo Puedo Controlar Mi Diabetes! (Yes, I Can Control My Diabetes!), there was a 0.2 percentage point reduction in A1c between baseline in Week 1 and 3 months later. Participants have a potential to save \$145,408 in future health care costs and \$758,087 in future lost wages. For Do Well, Be Well with Diabetes, participants', their before meal blood glucose dropped from 133 mg/dL to 118 mg/dL. DWBW participants have a potential health-care cost savings of \$53.8 million over their remaining years of life resulting from improved management. Better self-care management can improve not only quality of life and health care savings for the person with type 2, but also has considerable potential to save state and federal health care dollars.

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

**Program # 4**

**1. Name of the Planned Program**

Exercise and Wellness

Reporting on this Program

**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%		0%	
	<b>Total</b>	100%		0%	

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

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	7.0	0.0	0.0	0.0
Actual Paid Professional	6.7	0.0	0.0	0.0
Actual Volunteer	0.0	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
86338	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
86338	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
738757	0	0	0

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

1. Brief description of the Activity

Local coalition recruited participants and provided leadership to implement Walk Across Texas! Teams of eight or classes of children at schools will be recruited to walk for 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.

**3. How was eXtension used?**

eXtension was not used in this program

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

**1. Standard output measures**

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	9483	65728	9758	0

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

**Patent Applications Submitted**

Year: 2012

Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2012	Extension	Research	Total
Actual	0	0	0

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

**Output Target**

**Output #1**

**Output Measure**

- # of group educational sessions conducted.

<b>Year</b>	<b>Actual</b>
2012	660

**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**

<b>Year</b>	<b>Actual</b>
2012	4

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

#### **Issue (Who cares and Why)**

Research shows that 150 minutes of moderate physical activity such as walking and a 7% weight loss if overweight will permanently or temporarily delay the onset of type 2 diabetes in 58% of people. Diabetes accounts for \$1 of every \$5 spent on health care. Regular physical activity and controlling weight can significantly reduce the incidence and impact of chronic diseases like heart disease, stroke, cancer, high blood pressure, and depression. Chronic diseases account for 75% of all health care costs in the U.S. People who are regularly physically active are less likely to be hospitalized, have less physician visits, take less medications, and are less likely to fall.

#### **What has been done**

Walk Across Texas was offered by county agents in 196 counties this year. A total of 29,546 adults and youth participated statewide.

#### **Results**

Participants increased their mileage by 3.5 miles from week 1 to 8. Over the lifetimes of the 21,306 participants, it is estimated that 2,925 could prevent or delay the onset of diabetes through regular physical activity. Including the cost of lost wages, the total potential economic impact for the team participants in their remaining years of life is approximately \$265 million.

### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
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**

Goals were met.

### **V(I). Planned Program (Evaluation Studies)**

#### **Evaluation Results**

Participants increased their mileage by 3.5 miles from week 1 to 8. Over the lifetimes of the 21,306 participants, it is estimated that 2,925 could prevent or delay the onset of diabetes through regular physical activity. Including the cost of lost wages, the total potential economic impact for the team participants in their remaining years of life is approximately \$265 million.

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

Walk Across Texas, started in 1996, is a cost-effective program that successfully increases physical activity levels of participants during the 8 week program. The program is supported and data is collected on the Walk Across Texas web site: <http://walkacrosstexas.tamu.edu>.

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

**Program # 5**

**1. Name of the Planned Program**

Community Resource and Economic Development

Reporting on this Program

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

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
504	Home and Commercial Food Service	5%		0%	
602	Business Management, Finance, and Taxation	10%		0%	
608	Community Resource Planning and Development	50%		0%	
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	30%		0%	
806	Youth Development	5%		0%	
	<b>Total</b>	100%		0%	

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

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	35.0	0.0	0.0	0.0
Actual Paid Professional	34.1	0.0	0.0	0.0
Actual Volunteer	0.0	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
439424	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
439424	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
3759942	0	0	0

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

**1. Brief description of the Activity**

Effort in this program focused on providing training and curriculum materials to County Extension Agents and volunteers for the purpose of conducting educational programs on community leadership, workforce preparedness, adult and youth entrepreneurship, emergency management, and nature based tourism at the county level. Specialists provide in-depth educational programs to targeted audiences relative to community and economic development strategies, based on local needs. 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 were conducted. Agents and specialists coordinate and collaborate with state and federal agencies in rural development activities as well as work with regional rural development centers in curriculum and professional development. Technical assistance to communities in analysis of various socioeconomic databases or surveys are utilized. These efforts continue to foster working relationships with rural community colleges to obtain support and follow-up for local educational activities and expanded web-based information delivery relative to community resource and economic development topics.

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

Primary target audiences for the program consist of residents, elected and appointed officials, community leaders/potential leaders (including youth), individuals with specific workforce training needs, and existing and potential business owner/managers in and around the over 1,200 communities in all 254 counties of the state of Texas.

**3. How was eXtension used?**

The Cooperatives Community of Practice for eXtension is supported by Texas AgriLife Extension personnel. It provides a resource to individuals and groups interested in cooperative agricultural business practices. A new focus for the community of practice is youth leadership, with the intent of drawing talented youth to careers in cooperatives. Such careers are typically located in rural communities and help to strengthen rural economies. In addition, several faculty members answer the ask an expert questions that come in through eXtension.

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

**1. Standard output measures**

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	78130	785246	26201	0

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

Year: 2012  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2012	Extension	Research	Total
Actual	0	0	0

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

**Output Target**

**Output #1**

**Output Measure**

- # of group educational sessions conducted.

Year	Actual
2012	2988

**Output #2**

**Output Measure**

- # of state or regional leadership conferences held for county officials or industry groups.

Year	Actual
2012	7

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

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

O. No.	OUTCOME NAME
1	Percent of targeted counties conducting educational programs and activities related to strategies for community resource and economic development
2	Percent of landowners/managers participating in group educational meetings on effectively evaluating nature-based tourism resources that increased their knowledge.
3	Percent of participants of in-depth leadership educational programs who increase knowledge of community and individual leadership principles.
4	Number of participants in workforce development or continuing education training activities conducted by the Texas AgriLife Extension Service who increase knowledge to support their current employment needs.

## **Outcome #1**

### **1. Outcome Measures**

Percent of targeted counties conducting educational programs and activities related to strategies for community resource and economic development

### **2. Associated Institution Types**

- 1862 Extension

### **3a. Outcome Type:**

Change in Action Outcome Measure

### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	83

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

#### **Issue (Who cares and Why)**

Issue identification activities continue to show that economic growth, jobs, income, and quality of life are concerns of communities. Community leaders, elected officials, and local business people want their area to survive and thrive in order to maintain an economic base to grow their population and provide opportunities for you rural areas.

#### **What has been done**

The imperative 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, community leadership, nature tourism, workforce training and certifications, Texas friendly hospitality, and community-based planning address priority issues facing rural Texas.

#### **Results**

Some 211 of the TOTAL 254 counties have reported educational programming addressing issues of community resources and economic development. Key programs were entrepreneurship, leadership, workforce preparedness, nature-based tourism, and disaster preparedness. Throughout the year specialists delivered 1286 educational programs in Community Resources and Economic Development topics to 1,104,046 residents. Examples of program topics included Entrepreneurship as a Tool for Economic Development, Business, Creating Entrepreneur Ready Communities, Communities in Economic Transition, Stronger Economies Together, Supporting and Developing Local Economies, Community Capacity, Emergency Management and Disaster Preparedness, And County Judges and Commissioners programs. Target audiences included CEAs, economic developers, city and county officials, rural business and agribusiness owners and youth.

### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
504	Home and Commercial Food Service
602	Business Management, Finance, and Taxation
608	Community Resource Planning and Development
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

## **Outcome #2**

### **1. Outcome Measures**

Percent of landowners/managers participating in group educational meetings on effectively evaluating nature-based tourism resources that increased their knowledge.

### **2. Associated Institution Types**

- 1862 Extension

### **3a. Outcome Type:**

Change in Knowledge Outcome Measure

### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	80

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

#### **Issue (Who cares and Why)**

Natural resources owners are looking for ways to generate additional income to maintain the economic viability of their enterprises. Entrepreneurs are looking to diversification or nature tourism has strategies to expand nontraditional or other activities for economic development. Entrepreneurs want information on what other successful operations are doing, and communities want to support local business.

#### **What has been done**

Educational activities made up of workshops, webinars, and tours were conducted statewide for natural resource owners, entrepreneurs, and community leaders. Technical assistance was provided to individual business owners relative to either nature tourism offer to lease or other business counseling. Web access to information increased.

#### **Results**

An international experiential education field course in Costa Rica in April 2012 gave participants a firsthand experience with a variety of private land and community ecotourism/agritourism operations. Based on the Wildlife Guide Training program the Corpus Christi Convention and Visitor Bureau (CVB) has certified approximately 50 professional guides/businesses and

approximately 40 more obtained training. Nearly 100% of participants in training sessions report knowledge gain and although it varies by program, many participants reported they expected to save or generate money based on the information learned. There has been a continued growth in requests for service including a request from TPWD to conduct a new training program for park interpretive staff. The Wetland Restoration Team has provided over 50 workday opportunities during 2012 for Texas Master Naturalists to be directly involved with restoring wetland habitat. An estimated 3074 TMNs hours have been contributed to the wetland restoration and education program in 2012. This included mentoring with local students as part of the restoration work. During 2012, over 452 students participated in wetland restoration activities with our program, contributing 1,808 hours towards the restoration of wetlands at Sheldon Lake State Park.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
602	Business Management, Finance, and Taxation
608	Community Resource Planning and Development

#### Outcome #3

##### 1. Outcome Measures

Percent of participants of in-depth leadership educational programs who increase knowledge of community and individual leadership principles.

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Knowledge Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2012	89

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

###### Issue (Who cares and Why)

Issues identification processes at the local level continue to emphasize the importance of leadership to foster 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. This is particularly true given the importance of regionalism to development.

###### What has been done

Building Connections: Community Leadership, is an in-depth curriculum to assist participants in determining their individual leadership traits and in developing strategies for effectively leading

organizations/communities. Developing Critical Thinking Leaders, Texas Agricultural Life Leadership, Texas Event Leadership Program, and the Commissioners Court Leadership Academy are other curriculum-based programs that help develop leadership in various areas of Texas organizations and communities.

**Results**

A Texas AgriLife Extension Service, Agricultural Economics Specialist facilitated a gathering of Bay City-Matagorda County United Leadership Team, an economic development team of leaders tasked with implementing their 2009 Strategic Plan. Participants were taken through a planning process that resulted in a prioritized list of goals, strategies and objectives that will serve as a basis for developing action plans for implementation. All agreed that this was an extremely valuable productive session. Over forty business leaders and TELP participants were surveyed during program delivery at TAF&E Annual Conference (January 2012). Module content consisted of: Fundraisers & Profitmakers, Business Planning, Community Relations, Current Trends, and elective Social Media. 92% of the cumulative average of program participants indicated adoption and implantation of practices and skills learned from the program content. A set of 6 Texas Friendly Hospitality Instructor Trainings were conducted, at which 89% of the workshop participants indicated an increase in knowledge, and 98% of the workshop participants indicated their intentions to adopt and/or apply the program practices and skills learned.

**4. Associated Knowledge Areas**

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

**Outcome #4**

**1. Outcome Measures**

Number of participants in workforce development or continuing education training activities conducted by the Texas AgriLife Extension Service who increase knowledge to support their current employment needs.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	45724

### 3c. Qualitative Outcome or Impact Statement

#### Issue (Who cares and Why)

Local community leaders, resource owners, and other businesses need a well-trained workforce and the ability to provide greater knowledge and tools to potential employees to meet the challenges of increased globalization, increased international trade, and an increasingly competitive business environment. Communities are concerned about individual, community and regional economic viability, maintenance/improvement of quality of life, and sustainability/growth. Providing the existing labor force with the tools and training to remain competitive in today's ever more competitive labor environment, and providing job opportunities that will attract rule and youth back to the community are of major importance.

#### What has been done

Educational activities made up of workshops, webinars, and online training materials were conducted/provided statewide for training new and existing labor force participants, to increase knowledge, to improve workforce skills, and to enhance/expand job opportunities. These efforts should increase job opportunities, earning potential and provide employers with a more efficient/competitive workforce.

#### Results

County Extension agents and their community partners conducted 29 child care conferences reaching over 2800 child care providers and directors. Over 17,000 clock hours of training were provided to these professionals. Evaluation results indicate that over 90% of participants acquired new knowledge, consider themselves to be better equipped to work with children and plan to utilize the information to improve their programs. In addition to these face-to-face trainings, 39,874 early childhood educators completed online courses. Food Protection Management Programs in Texas are targeted at food managers and front-line food service workers. More than 750 food service employees participated in programs leading to becoming a Certified Food Manager. More than 79% successfully passed the Certified Food Manager exam. More than 2300 individuals completed the food handlers course wither face-to-face or online. Evaluation results from the food handler course indicate that participants significantly increased their knowledge of basic food safety principles.

### 4. Associated Knowledge Areas

KA Code	Knowledge Area
504	Home and Commercial Food Service
608	Community Resource Planning and Development
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development



## **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**

Budget reductions as a result of reduced state appropriations in 2010 and 2011, resulted in a reduction in FTEs available to carry out educational activities in 2012. While remaining faculty picked up additional responsibilities, some educational opportunities were missed due to reduced faculty numbers. The record-breaking drought of 2011 and continued/related problems in 2012 caused a realignment of educational priorities. While traditional Community Resource Economic Development programs were still popular, an increased amount of faculty time and effort was redirected toward immediate clientele needs associated with the impacts of drought, including emergency and disaster preparedness programs.

## **V(I). Planned Program (Evaluation Studies)**

### **Evaluation Results**

Clientele/participants involved in Community Resource Economic Development programs are evaluated in several ways, depending on the length of the training activity, whether we are trying to identify short-term knowledge gains, or adoption/change of practices and economic impacts over time. Pre-tests and post-tests are used at the beginning and end of programs to better identify knowledge gains. Retrospective post evaluation surveys are used to identify adoption/change of practices and potential economic impacts over time. Results indicate that participants are learning, and adopting/changing practices, and these changes are producing potential economic benefits.

### **Key Items of Evaluation**

No additional findings to report.

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

**Program # 6**

**1. Name of the Planned Program**

Water Management

Reporting on this Program

**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 FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	20.0	0.0	10.0	0.0
Actual Paid Professional	19.9	0.0	15.2	0.0
Actual Volunteer	0.0	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
256116	0	437293	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
256116	0	1182949	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
2191462	0	2624046	0

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

1. Brief description of the Activity

We published 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 were utilized in this effort.

Specialists, researchers and agents developed and conducted 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 AgriLife Research and AgriLife Extension is conducted jointly where research-based information is generated and then transferred to clientele.

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

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

**3. How was eXtension used?**

eXtension was not used in this program

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

**1. Standard output measures**

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	46358	437860	30908	0

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

**Patent Applications Submitted**

Year: 2012  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

<b>2012</b>	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Actual</b>	0	235	235

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

**Output Target**

**Output #1**

**Output Measure**

- # of group educational sessions conducted.

<b>Year</b>	<b>Actual</b>
2012	875

**Output #2**

**Output Measure**

- # research-related projects.

<b>Year</b>	<b>Actual</b>
2012	63

**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 best management practices related to water management.
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**

<b>Year</b>	<b>Actual</b>
2012	92

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

#### **Issue (Who cares and Why)**

Agricultural irrigation is the single largest user of water in the Texas High Plains, accounting for over 90% of withdrawals from the declining Ogallala Aquifer. At the same time, municipal water demands state-wide are increasing. Severe drought conditions throughout the 2011 and 2012 crop seasons; limited and declining well capacities; newly adopted regulatory limitations on pumping; and high demand for corn and other irrigated crops are creating increased concerns for water supply and greater need for efficient irrigation technologies and adoption of best management practices.

#### **What has been done**

Thirty-one agricultural irrigation management educational events reached an estimated combined face-to-face audience of 1,274 generating approximately 1375 contact hours. New or expanded audiences included dairy producers, small acreage landowners, crop insurers, and other agribusiness professionals. Approximately 2,402 individual contacts were made through telephone, e-mail, site contacts, and office visits. In the urban sector, a total of 20 School of Irrigation short courses were delivered state-wide in six cities reaching 390 irrigators, irrigation technicians, irrigation inspectors, and municipal water conservation staff.

#### **Results**

Participants at agricultural irrigation management education events reported increased knowledge in crop water requirements (85-89%); soil moisture characteristics/ management (69-86%); irrigation technologies, BMPs and/or water use efficiency (65-100%); applicability of irrigation technologies and BMPs to their farm operations (58-90%); water quality issues (58-81%); and information resources available (76-93%). Agricultural producers indicated an intent to adopt irrigation scheduling (65-75%), center pivot irrigation or micro-irrigation (25-60%), BMPs to improve efficiency (58-75%), and BMPs to prevent contamination of water resources (65-83%).

The urban-focused School of Irrigation short course received a 91% overall satisfaction rate, students averaged an 85% increase in knowledge per course, and 80% expect to benefit economically as a result of the training.

#### 4. Associated Knowledge Areas

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

### 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	Actual
2012	80

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

##### **Issue (Who cares and Why)**

Urban water use and stormwater management are critical issues in Texas. Urban streams are deteriorating due to increased imperviousness from development and channel modifications. Urbanization increases stormwater volume, flow rates, and contaminant loadings. Instability of river banks has resulted in erosion and land loss, flooding, and water quality problems in receiving water bodies. Stormwater management and stream restoration technologies must be implemented to protect local and downstream water resources.

##### **What has been done**

Twenty-six training events focused on stormwater management and stream restoration were delivered to engineers, city officials, master naturalists, master gardeners, youth, and the general public. A total of 806 individuals were educated receiving 1507 contact hours. An additional 214 educational events focused on urban water conservation reached over 23,000 individuals directly, as well as achieving over 7,080,000 media contacts through weekly television segments. Individuals trained included 1,200 city staff and over 4,000 youth.

### Results

Survey results from stormwater management events showed that 97% of attendees had increased knowledge, 84% planned to take action, and 57% indicated they would benefit economically. Survey results for stream restoration workshops showed 100% of attendees had increased knowledge, and 57% would benefit economically. Survey results from urban water conservation programs indicated that 89% plan to use rainwater harvesting for landscape irrigation and 73% plan to increase water conservation efforts.

#### 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

Texas continued to experience the effects of severe drought during the 2012 year which impacted program content, but did not limit achievement of overall project goals and outcomes. Economic stresses also continued to impact program delivery efforts; however, effective planning and the use of web-based resources and distance education tools enabled successful implementation of all key programs.

#### V(I). Planned Program (Evaluation Studies)

##### Evaluation Results

Survey results for agricultural irrigation training workshops indicated increased knowledge in crop water requirements (85-89%); soil moisture characteristics/ management (69-86%); irrigation technologies, BMPs and/or water use efficiency (65-100%); applicability of irrigation technologies and BMPs to their farm operations (58-90%); water quality issues (58-81%); and information resources available (76-93%). Over 90% of attendees plan to implement at least one technology or practice, including irrigation scheduling (65-75%), center pivot irrigation or micro-irrigation (25-60%), BMPs to improve efficiency (58-75%), and BMPs to prevent contamination of water resources (65-83%). Survey results from 20 urban irrigation management short courses indicated an 85% increase in knowledge, with 80% of attendees expecting to benefit economically. Survey results for stormwater management workshops indicated 93-100% of attendees increased knowledge, 40-73% expected to benefit economically, and 80% planned to adopt recommended practices.



### **Key Items of Evaluation**

Water quality and water conservation programs conducted by Texas AgriLife had significant impacts on citizen knowledge, understanding, and intentions to implement recommended management practices. Changes in knowledge and understanding as measured by post and pre/post surveys ranged from 58 to 100% at various events, depending on pre-existing competency levels of the audience, and averaged over 87% for all non-technical audiences. Most importantly, participant intentions to adopt practices were highly significant, ranging from 71 to 90% across all audiences. These results clearly demonstrate the high degree of program effectiveness for both technical and non-technical audiences across a wide range of water resource management and protection subject matter areas.

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

**Program # 7**

**1. Name of the Planned Program**

Parenting and Dependent Care

Reporting on this Program

**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%		0%	
	<b>Total</b>	100%		0%	

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

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	10.0	0.0	0.0	0.0
Actual Paid Professional	5.4	0.0	0.0	0.0
Actual Volunteer	0.0	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
69586	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
69586	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
595416	0	0	0

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

1. Brief description of the Activity

AgriLife Extension's Family Development and Resource Management Unit is committed to providing

educational programs to support and strengthen Texas families. In the areas of parenting, childcare, and dependent care, Extension 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 websites), and newsletters.

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

Target audiences for child care programming include adults and teens providing care for preschool and school-age children 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."

**3. How was eXtension used?**

Texas A&M AgriLife Extension is a partner with the other land-grant colleges and universities and their Extension agencies supporting the national eXtension initiative. Specifically, our resources in eldercare contribute to the Family Caregiving content area of eXtension. The site provides valuable information to assist with a variety of needs, including health, nutrition, housing, employment, and finances.

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

**1. Standard output measures**

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	18947	67061	1214	0

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

**Patent Applications Submitted**

Year: 2012  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2012	Extension	Research	Total
<b>Actual</b>	0	0	0

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

**Output Target**

**Output #1**

**Output Measure**

- # of group educational methods conducted.

<b>Year</b>	<b>Actual</b>
2012	611

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

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

O. No.	OUTCOME NAME
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**

<b>Year</b>	<b>Actual</b>
2012	98

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

#### **Issue (Who cares and Why)**

Sixty-seven percent of children under age 5 receive some form of child care on a regular basis from persons other than their parents (Child Care Aware, 2012). Having a well-trained child care workforce is essential to providing the high quality child care that children need to reach their developmental potential. Evidence indicates that professional preparation (i.e., more formal education and content-specific training in child development) is linked to higher quality care environments for children (Zaslow, Tout, Maxwell, & Clifford, 2004).

#### **What has been done**

Child care providers and directors can enhance their knowledge and skills, and meet state-mandated training requirements by attending child care conferences and completing online courses developed by the Texas A&M AgriLife Extension Service. Twenty-nine child care provider training conferences were conducted in 2012. In addition, AgriLife Extension offered over 80 online child care courses in English, Spanish, and Vietnamese.

#### **Results**

In 2012, county Extension agents conducted 29 child care provider training conferences for 3,335 child care providers and directors who provide care for approximately 40,000 children enrolled in 878 child care centers or family day homes. Over 20,600 clock hours of training were provided to child care professionals. Evaluation results indicate that over 90% of participants acquired new information (98%), plan to utilize the information to improve their programs (98%), consider themselves better equipped to work with children (97%), and consider the trainings to be very cost effective (95%). In addition, child care providers completed 131,743 online courses in 2012. Ninety-seven percent of respondents stated that they learned new information from the courses, and 99% would recommend the online courses to others. Moreover, when asked to rate the quality of the online courses compared to online courses taken from other organizations, over 74% indicated that Extension's courses were Better or Much Better.

#### 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	Actual
2012	100

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

###### **Issue (Who cares and Why)**

More than 10% of the population in Texas is over age 65. The fastest-growing segment of this population within Texas and across the U.S. is adults over age 85. 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 A&M AgriLife Extension Service continues to sponsor and/or actively participate in eldercare conferences throughout the state. Conferences 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. In 2012, AgriLife Extension eldercare programs reached more than 630 educational contacts, providing more than 1,180 contact hours. Specifically, AgriLife Extension provided primary leadership and/or speaker support for conferences on aging that targeted professionals.

###### **Results**

Evaluation results with a sample of 73 participants indicate that over 90% of participants learned new information (100%), will use the information now (90.2%), will use the information in the future (100%), and believe they will be more effective in caring for someone else as a result of the trainings (95.6%).

#### 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**

<b>Year</b>	<b>Actual</b>
2012	96

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

**Issue (Who cares and Why)**

Research indicates that children who grow up with actively involved and nurturing parents (as opposed to uninvolved parents) reap numerous benefits, including better school performance, increased self-esteem, healthier relationships with peers, and greater access to financial resources. In addition, 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. Research suggests that quality educational programs can assist parents in developing the skills they need to effectively raise their children (CDC, 2009).

**What has been done**

The Texas A&M AgriLife Extension Service provides Texas parents with a wide variety of research-based information and resources to assist them in their efforts to raise healthy children. In addition to newsletters, fact sheets, and single-session parenting seminars, AgriLife Extension offers parents, grandparents, and other caregivers the opportunity to participate in online parenting courses and county AgriLife Extension agent and volunteer led parenting programs designed to increase participants knowledge of key parenting concepts and to improve parenting practices.

**Results**

Evaluation results based on a study of 544 parents who completed online parent education training revealed the following:

- \* 96% participants increased their knowledge of parenting practices,
- \* 89% plan to take actions or make changes in their parenting practices as a result of the



trainings, and

\* 99% would recommend the trainings to others. &#8195;

#### 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	Actual
2012	46

##### 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 on a frequent basis. Fathers who find time to read with their children are taking advantage of one of the best opportunities to care for, connect with, and contribute to their children?s future.

###### **What has been done**

Fathers Reading Every Day (FRED) is a family literacy program designed by the Texas A&M 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 young children are presented with research-based information to help them begin daily reading activities with their children. Since its inception in 2002, over 20,000 fathers and children have participated in FRED nationally, including more than 10,000 from Texas.

###### **Results**

Results from a recent evaluation study involving more than 700 FRED participants show: Fathers averaged 9 hours of reading time with their children and read over 32 books together. Statistically significant differences from pre to post were noted in a number of areas, including the amount of

time fathers spent reading to their children, number of books read during a typical week, level of involvement in their children's education, quality of time spent with their children, and level of satisfaction with the father-child relationship. The percentage of fathers reading to their children three or more times per week increased from 56% (pre-test) to 76% (post-test).

#### 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

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

##### Brief Explanation

Target audiences for AgriLife Extension programs appear to be following the overall trend in the U.S. of relying on technology to acquire information. This trend, while providing additional opportunities for Extension to reach audiences in large numbers, appears to be impacting the number of participants willing to attend face-to-face trainings. Fewer participants are attending multi-week fatherhood and/or parenting programs; whereas, the number of participants completing online courses is increasing dramatically.

#### V(I). Planned Program (Evaluation Studies)

##### Evaluation Results

Evaluation results, particularly related to child care programming, are extremely positive. A 2012 evaluation study with over 3,000 participants revealed that child care providers found the trainings to be very beneficial. Over 90% of participants acquired new information (98%), plan to utilize the information to improve their programs (98%), consider themselves better equipped to work with children (97%), and consider the trainings to be very cost effective (95%). Moreover, 73% 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.

In addition to the face-to-face conferences, child care providers in the U.S. completed 131,743 online courses in 2012. Evaluation data collected from over 12,200 online participants indicate that they are very satisfied with the quality of the courses. Over 89% rated the online courses as "Very good" or "Excellent." Ninety-seven percent of respondents stated that they learned new information from the courses, and 99% would recommend the online courses to others. In addition, when asked to rate the quality of the online courses compared to online courses taken from other organizations, over 74% indicated that Extension's courses were "Better" or "Much Better."

**Key Items of Evaluation**

In 2012, child care professionals completed 131,743 online child care courses (208,677 clock/contact hours). As a comparison, last year (2011), child care providers completed 67,146 courses (105,325 clock hours). This amounts to a 96% increase.

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

**Program # 8**

**1. Name of the Planned Program**

Adult Leadership and Volunteer Development

Reporting on this Program

**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%		0%	
806	Youth Development	60%		0%	
	<b>Total</b>	100%		0%	

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

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

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	25.0	0.0	0.0	0.0
Actual Paid Professional	57.4	0.0	0.0	0.0
Actual Volunteer	0.0	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
739675	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
739675	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
6329051	0	0	0

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

**1. Brief description of the Activity**

The following activities were 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.

**3. How was eXtension used?**

eXtension was not used in this program

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

**1. Standard output measures**

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	287750	2096524	54901	0

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

**Patent Applications Submitted**

Year: 2012  
 Actual: 0

**Patents listed**

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

#### Number of Peer Reviewed Publications

2012	Extension	Research	Total
Actual	0	0	0

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

##### Output Target

##### Output #1

##### Output Measure

- # group educational sessions conducted.

Year	Actual
2012	8823

**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**

<b>Year</b>	<b>Actual</b>
2012	100

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

#### **Issue (Who cares and Why)**

Leadership in rural counties was identified as a significant issue through long-term strategic planning. This was an issue for both youth and adults. It is important for young people to develop and gain leadership life skills in order to grow into successful, contributing members of society in adulthood.

#### **What has been done**

In 2012, there were more than 4,000 contacts through leadership development programs for youth and adults. Youth leadership programs were focused on youth developing knowledge skills to serve in leadership roles through traditional 4-H program experiences and through Leaders 4 Life program. Adult leadership development programs were held for community members to learn about leadership, gain skills needed to serve in community leadership positions and acquire knowledge of community and economic development.

#### **Results**

For adults involved in the leadership development program, evaluations indicated that 100% of the program participants indicated they gained knowledge of leadership development and practices.

Evaluation of youth involved in leadership programs, such as Leaders 4 Life, indicated 100% gained knowledge of leadership development while 83% can identify their own leadership styles and can define leadership and leadership qualities.

## **4. Associated Knowledge Areas**

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

**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	Actual
2012	98

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

**Issue (Who cares and Why)**

There is a strong need to develop and maintain sustainable communities using appropriate community and economic development tools and programs in dynamic social and economic environments. Community and Economic Development has been identified as the number one issue in Texas. One educational response is to develop adults and youth in counties to be leaders of tomorrow.

**What has been done**

Leadership development programs have been implemented in a variety of ways for youth and adults. The youth leadership programs were focused on youth developing knowledge skills to serve in leadership roles through traditional 4-H program experiences and through Leaders 4 Life program. Adult leadership development programs were held for community members to learn about leadership, gain skills needed to serve in community leadership positions and acquire knowledge of community and economic development.

**Results**

As a result of participating in leadership development programs, 98% of participants indicated they believed what they learned gives them the ability to lead more effectively and 89% are more confident serving in a leadership role.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
803	Sociological and Technological Change Affecting Individuals, Families, and

Communities  
806 Youth Development

**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	Actual
2012	250

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

**Issue (Who cares and Why)**

Youth Advisory 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 Advisory 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 Advisory Boards have been established in all 250 county programs in Texas, participating in the program development process of youth development programs by identifying issues, determining youth program needs for each year, helping the program reach new audiences and determining the impacts of such programs.

**Results**

Youth Advisory 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. In 2012, 2,194 youth and adults created partnerships to meet the needs of youth locally by implementing programs on preparing for higher education, character education, bullying prevention, agriculture awareness, engaging youth in the community, leadership and healthy lifestyles.

**4. Associated Knowledge Areas**

**KA Code    Knowledge Area**

803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

**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**

Year	Actual
2012	120

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

**Issue (Who cares and Why)**

Volunteers are the heart 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 4-H Livestock Mentor Program and give back to the program by providing support to the youth livestock program. In 2012, more than 700 livestock mentors, representing 120+ counties, provided leadership to the youth livestock programs and mentored youth throughout their livestock project experience.

**Results**

Adult project leaders trained as 4-H Livestock Mentors have indicated an increase in their ability to:

- \* better plan 4-H livestock project activities,
- \* carry out leader responsibilities as a volunteer,
- \* provide proper animal care through nutrition, shelter and illness prevention,
- \* lead others,
- \* adjust to new situations, and
- \* resolve conflict.

**4. Associated Knowledge Areas**

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

**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 Action Outcome Measure

**3b. Quantitative Outcome**

Year	Actual
2012	250

**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-adult partnerships have been established within Youth Advisory Boards in the 250 county programs in Texas. These partnerships are fostered through teamwork and board members working together with an equal voice to meet the needs of youth in the county.

**Results**

As a result of the youth-adult partnerships established within Youth Advisory Boards, youth and adults are learning to work together and respect each other while accomplishing a goal. Open-ended responses about youth-adult partnerships obtained from project outcomes evaluation instrument include:

- \* Be clear when communicating
- \* Be open-minded in discussion
- \* Listening to others is key
- \* Let the leader lead
- \* Someone may need to speak up and break the ice
- \* Have patience, listen to others and ask accordingly
- \* Communication sometimes needs to be intentionally remembered and focused on
- \* When in a time of team confusion, it may take the leader to start progress.

#### 4. Associated Knowledge Areas

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

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

##### External factors which affected outcomes

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

##### Brief Explanation

No external factors affected this program for 2012.

#### V(I). Planned Program (Evaluation Studies)

##### Evaluation Results

Various evaluations are conducted for individual volunteer and leadership development programs facilitated by the Texas A&M AgriLife Extension Service. Evaluation results specific to these programs are summarized and included in each program report. The evaluations include after only, retrospective post and before-after.

##### Key Items of Evaluation

No additional findings to report.

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

**Program # 9**

**1. Name of the Planned Program**

Food Safety

Reporting on this Program

**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 FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	5.0	0.0	3.0	0.0
Actual Paid Professional	4.7	0.0	1.8	0.0
Actual Volunteer	0.0	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
60566	0	132444	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
60566	0	169662	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
518232	0	695704	0

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

1. Brief description of the Activity

County Extension Agents were provided training to become qualified instructors for the Food Protection Management Program. Additional training opportunities were identified so instructors could maintain their instructor qualification status per the Texas Department of State Health Services.

The Food Protection Management program consists of two courses: a certified food manager course (CFM) and a food handler program. The CFM course is completed over a period of one- or two-days and requires the passage of an exam in order to earn the CFM credential. The food handler course is a 2-hour program and is targeted towards front-line employees who handle food.

FPM was implemented in counties that have a County Extension Agent who is qualified to teach the program. Program materials for both the CFM and food handler courses are available in English and Spanish.

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

Individuals who are employed in the commercial/retail 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.

**3. How was eXtension used?**

eXtension is not directly involved in the Food Protection Management program.

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

**1. Standard output measures**

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	3828	52630	661	0

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

**Patent Applications Submitted**

Year: 2012

Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2012	Extension	Research	Total
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<b>Actual</b>	0	27	27
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**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- # of group educational sessions conducted.

<b>Year</b>	<b>Actual</b>
2012	425

**Output #2**

**Output Measure**

- # of research-related projects.

<b>Year</b>	<b>Actual</b>
2012	18



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

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

O. No.	OUTCOME NAME
1	FPM Pass/Fail Rate - percentage of participants who pass the DSHS Certified Food Manager exam on the first attempt.
2	Percentage increase in knowledge as a result of completing the food handler's course.
3	FPM Pass/Fail Rate - percentage of participants who pass the DSHS Certified Food Manager exam on the first attempt. (National Indicator Outcome 3,2)

**Outcome #1**

**1. Outcome Measures**

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

Not Reporting on this Outcome Measure

**Outcome #2**

**1. Outcome Measures**

Percentage increase in knowledge as a result of completing the food handler's course.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	21

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

**Issue (Who cares and Why)**

An estimated 48% of our food dollar is spent on food prepared outside the home. With the trend in eating out remaining fairly stable, it is imperative that we have employees who can prepare, serve, and store food safely to prevent foodborne illness.

A growing number of communities now require that individuals who handle food in retail establishments complete a food handler's program. This type of program is focused on principles of food safety and provides front-line food service employees with the basic knowledge and skills to prepare and serve food safely.

**What has been done**

Texas A&M AgriLife Extension Service has developed a food handler program that is currently accredited by the Texas Department of State Health Services. This program is targeted towards increasing the knowledge of food service employees by focusing on personal hygiene, time and temperature control, and reducing the risk of cross contamination. The program is offered via face-to-face and can also be completed online.

**Results**

2,536 individuals completed the Food Handler's Course. Unlike the CFM program, the food handler course is not required to have an exam that must be passed by participants. However, we have implemented pre- and post- surveys to gauge change in knowledge among those participants who complete the program. At the beginning of the food handlers course, participants had an average knowledge score of 69.6 (out of a possible 100); immediately after the program ended, the average knowledge score had increased to 87.8 ( $p < .0001$ ).

#### 4. Associated Knowledge Areas

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

#### Outcome #3

##### 1. Outcome Measures

FPM Pass/Fail Rate - percentage of participants who pass the DSHS Certified Food Manager exam on the first attempt. (National Indicator Outcome 3,2)

##### 2. Associated Institution Types

- 1862 Extension
- 1862 Research

##### 3a. Outcome Type:

Change in Action Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2012	79

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

###### **Issue (Who cares and Why)**

An estimated 48% of our food dollar is spent on food prepared outside the home. With the trend in eating out remaining fairly stable, it is imperative that we have employees who can prepare, serve, and store food safely to prevent foodborne illness.

Many states require that a food service establishment have at least one person on their staff who is a Certified Food Manager. This person serves as the primary resource for food safety within that establishment. To earn this credential, one must successfully pass a Certified Food Manager exam.

###### **What has been done**

The CFM course offered by Texas A&M AgriLife Extension Services focuses on the FDA Food Code and the Texas Food Establishment Rules. Using a combination of lecture, discussion, and hands-on activities, participants learn valuable food safety information that allows them to mitigate

risk factors for foodborne illness.

**Results**

In 2012, 764 individuals completed the Certified Food Manager Program. Overall pass-rate for the CFM exam was 79% which is similar to previous years.

**4. Associated Knowledge Areas**

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

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

**External factors which affected outcomes**

- Government Regulations
- Competing Public priorities

**Brief Explanation**

Passing the exam is required to be a CFM and is our main method for assessing program effectiveness. Individuals who have limited literacy skills, test anxiety, or have language barriers may face a challenge when it comes to passing the exam. To better prepare our participants for the exam, our educators review the coursework throughout the program, include activities that reinforce the educational concepts, and offer the exam in languages that are preferred by the participant. With respect to the food handler program, participants with poor literacy skills may be reluctant to complete the pre-and post- surveys.

**V(I). Planned Program (Evaluation Studies)**

**Evaluation Results**

In 2012, 764 individuals completed the Certified Food Manager Program. Overall pass-rate for the CFM exam was 79% which is similar to previous years.

**Key Items of Evaluation**

No additional findings to report.

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

**Program # 10**

**1. Name of the Planned Program**

Food and Nutrition Education for Limited Resource Audiences

Reporting on this Program

**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	40%		0%	
704	Nutrition and Hunger in the Population	20%		0%	
801	Individual and Family Resource Management	40%		0%	
	<b>Total</b>	100%		0%	

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

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	20.0	0.0	0.0	0.0
Actual Paid Professional	29.0	0.0	0.0	0.0
Actual Volunteer	0.0	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
373703	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
373703	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
3197604	0	0	0

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

1. Brief description of the Activity

Nutrition education was conducted using a variety of methods including group, individual, media, and newsletters. Group methods were single education events that focus on a very specific concept/behavior (e.g. cooking food to a safe temperature to reduce the risk of foodborne illness) or a series of lessons that focus on broader concepts such as MyPlate, foodborne illness, label reading or food resource management. Networking with agencies and organizations to expand outreach and identify new audiences was also an important part of this programming effort.

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

The target audience for the Better Living for Texans program is individuals who receive benefits from the Supplemental Nutrition Assistance Program (SNAP); formerly known as food stamp recipients. In addition, program participants 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; children who participate in the Summer Food Service Program; and individuals living in census tracts where 50% or more of the population is at 130% of the poverty level or below.

**3. How was eXtension used?**

eXtension is not a direct component of the Better Living for Texans program.

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

**1. Standard output measures**

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	105181	253060	115712	0

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

**Patent Applications Submitted**

Year: 2012  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2012	Extension	Research	Total
<b>Actual</b>	0	0	0

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

**Output Target**

**Output #1**

**Output Measure**

- # of group educational sessions conducted.

<b>Year</b>	<b>Actual</b>
2012	9508

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

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

O. No.	OUTCOME NAME
1	Teams of BLT participants who enroll in Walk Across Texas will increase the number of miles walked by 15% at the end of the 8 week program.
2	Amount of monthly out-of-pocket food expenses reported saved by program participants.
3	The percentage of participants who use the food label to determine the amount of food to eat either "always," "almost always," or "sometimes" will increase.
4	The percentage of participants who shop with a list will increase.



## **Outcome #1**

### **1. Outcome Measures**

Teams of BLT participants who enroll in Walk Across Texas will increase the number of miles walked by 15% at the end of the 8 week program.

### **2. Associated Institution Types**

- 1862 Extension

### **3a. Outcome Type:**

Change in Knowledge Outcome Measure

### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	16

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

#### **Issue (Who cares and Why)**

The benefits of regular physical activity have been well documented and include the prevention of chronic disease, improvement in mental health, reduction of stress, and strengthening of bones and muscles. Recommendations for physical activity vary by age group but generally speaking most adults should include muscle strengthening activities at least 2 days a week and at least 150 minutes of moderate intensity aerobic activity OR 75 minutes of vigorous intensity aerobic activity every week. Unfortunately most adults are not meeting this guideline. Programs that can help inactive adults develop the habit of regular physical activity could go a long way towards promoting health and reducing the risk of chronic disease. Walking is an inexpensive way to achieve this goal.

#### **What has been done**

Walk Across Texas is an 8-week program designed to get people into the habit of regular physical activity. The program uses a team approach, meaning that individuals walk in groups of up to 8 people, although individuals are free to complete the program by themselves if they choose to do so. Teams walk 830 miles during the program, which is essentially the distance from the east to the west side of the state.

#### **Results**

During FY12, 2329 BLT participants enrolled in the Walk Across Texas program. At the beginning of the 8-week program, participants were walking an average of 20.75 miles a week. At the end of the program, however, the mileage walked had increased to 24.64 miles. This represents an increase of 15.7%.

### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
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**Outcome #2**

**1. Outcome Measures**

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

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	14

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

**Issue (Who cares and Why)**

An estimated 1 in 6 Texans live below the federal poverty level. Having limited resources often forces individuals to make tough choices. One way to stretch limited resources is by using smart shopping strategies that help individuals and families get the most nutritious foods for their money (which includes SNAP benefits).

**What has been done**

BLT teaches participants how to stretch their resources (cash or SNAP benefits) so they can get the maximum amount of nutritious food for their families. Teaching skills such as planning meals, shopping with a list, comparing prices, and using unit pricing can help participants save money on food. Money that is not spent on food can be used to pay other bills not covered by SNAP such as housing, utilities, or transportation.

**Results**

Upon entry into the BLT program, a sample of 1161 participants reported an average of \$212.79 per month in out-of-pocket food expenses. Thirty days after the program ended, those same individuals reported \$ 198.03 per month in out-of-pocket food expenses. This reduction in out-of-pocket food expenses was determined to be statistically significant ( $p < 0.05$ ). If this decrease in monthly out-of-pocket savings was sustained for a year, and if it was not due to other economic hardships, this could lead to an estimated annual savings of \$205,600 for these 1161 individuals.

**4. Associated Knowledge Areas**

**KA Code    Knowledge Area**

801 Individual and Family Resource Management

**Outcome #3**

**1. Outcome Measures**

The percentage of participants who use the food label to determine the amount of food to eat either "always," "almost always," or "sometimes" will increase.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	28

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

**Issue (Who cares and Why)**

Large food portions can lead to excessive calorie intake, which is linked to weight gain and obesity. Along with selecting healthy foods, understanding and choosing appropriate food portions can help individuals control their calorie intake.

**What has been done**

BLT participants who completed the Get the Facts program series learned about sensible food portions and how to use food labels to determine the amount of food to eat.

**Results**

At the beginning of the program, 65.4% of 1320 participants surveyed reported using the food label to determine the amount of food to eat. Thirty days after the program ended, that percentage had risen to 91.2%. More encouraging was the finding that the percentage that used the food label always or almost always had increased from 22.4% to 66.7%. This suggests that these participants were giving more thought to the portions of food being consumed.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
703	Nutrition Education and Behavior

#### **Outcome #4**

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

The percentage of participants who shop with a list will increase.

##### **2. Associated Institution Types**

- 1862 Extension

##### **3a. Outcome Type:**

Change in Action Outcome Measure

##### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	16

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

###### **Issue (Who cares and Why)**

Every time one goes shopping for food, money is spent. Helping people shop for food with a list can help consumers stay focused on the foods that are needed and can help reduce impulse buying (which leads to spending more money). Also making (and following) a shopping list can help assure that customers buy all the food items they need so they don't have to make additional trips to the store.

###### **What has been done**

Participants who enroll in the BLT program Back to Basics learn why it is important to make a shopping list. Along with meal planning, they learn how to stick to their shopping list when grocery shopping and how to spot marketing gimmicks that try to get consumers to buy items that may not be needed (but cost money). Shopping with a grocery list is one way to help people manage their food resources.

###### **Results**

Upon entry into the Back to Basics program series, 81.9% of the participants (n=1053) reported shopping with a list sometimes or always. Thirty days after the program ended, 98.1% (n=1262) reported shopping with the list. Consequently, the percentage who never shopped with a list fell from 16% (n=207) to less than 2% (n=19).

##### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
703	Nutrition Education and Behavior

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

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

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

### **Brief Explanation**

Agent and program assistant vacancies impact the number of people we reach.

All of our program goals were met but with respect to the reported outcome involving out-of-pocket food expenses, it should be noted that a number of factors can impact the amount of money a household has to purchase food. These factors include rising food costs, loss of a job, or an unexpected financial emergency. Although there was a decrease in the number of households who ran out of food before the end of the month, food security continues to be a challenge for our participants.

Like other adult audiences, SNAP participants face many challenges and barriers that can impact whether or not they come to a BLT program. Childcare, transportation, and work are just some of the barriers to participation in BLT. As much as possible, our educators do their best to schedule programs at times and locations that best meet their needs.

## **V(I). Planned Program (Evaluation Studies)**

### **Evaluation Results**

In a sample of 1286 participants, 71% (908) reported they "always" or "sometimes" ran out of food before the end of the month. Twenty-three percent (n=295) "never" ran out of food, and the remaining participants were "not sure" or did not answer the question. Thirty days after completing the BLT program, the number of participants running out of food "always" or "sometimes" had dropped to 698 (54%), and the percentage who "never" ran out of food rose to 43%. Although this was encouraging, it is still a concern that over half of the participants continue to have problems with food security despite the improvements in their food resource management skills.

### **Key Items of Evaluation**

No additional findings to report.

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

**Program # 11**

**1. Name of the Planned Program**

Livestock and Meat Quality, Safety, and Productivity

Reporting on this Program

**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 FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	45.0	0.0	20.0	0.0
Actual Paid Professional	30.8	0.0	28.5	0.0
Actual Volunteer	0.0	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
396899	0	1063258	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
396899	0	2609909	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
3396076	0	3718745	0

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

**1. Brief description of the Activity**

Research as well as group and individual education is 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 was used to target 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.

**3. How was eXtension used?**

The Texas AgriLife EDEN disaster management website is linked to the National EDEN website and the eXtension network. Animal Science faculty continues to update and develop educational materials dealing with management of livestock during and following catastrophic events such as wildfires, drought and floods.

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

**1. Standard output measures**

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	48287	547658	7658	0

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

**Patent Applications Submitted**

Year: 2012  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2012	Extension	Research	Total
Actual	10	419	429

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

**Output Target**

**Output #1**

**Output Measure**

- # of group educational sessions conducted.

Year	Actual
2012	1617

**Output #2**

**Output Measure**

- # of research-related projects.

Year	Actual
2012	130



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

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

O. No.	OUTCOME NAME
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 representatives 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**

<b>Year</b>	<b>Actual</b>
2012	82

### **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 TAMU Beef Cattle Short Course, Texas Beef Quality Producer, Beef and Pork 101, Beef 706, Grassfed Beef Conference, Rebuilding Texas Herds, Pasture Management Workshops, Bull Selection, Low-Stress Livestock Handling, Stockmanship schools, Southwest Dairy Conference, Livestock management during and following wildfires and drought. Youth programs included the 39th Annual Summer Horsemanship Schools, Lamb/Goat Camps and Judging camps for Beef Cattle, Horses, and Sheep. In addition to specialist driven programs listed above Animal Science Extension faculty support producer education through delivery of educational programs at 306 county programs

#### **Results**

From measures including beef/dairy cattle, sheep/goats, horses and meats, 68% to 100% reported adoption of at least one best management practice. 65% to 97% expected to increase income or profitability by adoption of best management practices. 64% to 81% of respondents indicated they would implement changes to their livestock and resource management practices as they rebuild their livestock inventories. 62% to 94% reported elimination of non-productive practices. 69% implemented financial plans, 72% hay analysis, 80% reported use of cost/lb of nutrient strategies for alternative feedstuffs and 91% use body condition scoring as a management tool.

### **4. Associated Knowledge Areas**

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

**Outcome #2**

**1. Outcome Measures**

% of livestock owners/producers/commodity group representatives 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**

<b>Year</b>	<b>Actual</b>
2012	87

**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 conducted include TAMU Beef Cattle Short Course, Texas Beef Quality Producer, Beef and Pork 101, Beef 706, Grassfed Beef Conference, Rebuilding Texas Herds, Retail Beef Boot Camps, Pasture Management Workshops, Bull Selection, Low-Stress Livestock Handling, Stockmanship schools, Southwest Dairy Conference, Livestock management during drought. Youth programs included the 39th Annual Summer Horsemanship Schools, Lamb/Goat Camps and Judging camps for Beef Cattle, Horses, and Sheep. In addition to specialist driven programs listed above Animal Science Extension faculty support producer education through delivery of

educational programs at 360 county programs

**Results**

72% to 100% reported improved decision making ability. 69% to 100% reported increased confidence in management ability. 93% indicated knowledge gains of 52% to 87% for livestock management during drought and following wildfires, cattle handling, food safety control, environmental management, financial management during drought, livestock evaluation and general livestock and ranch management.

**4. Associated Knowledge Areas**

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

**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**

<b>Year</b>	<b>Actual</b>
2012	62

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

**Issue (Who cares and Why)**

Animal management systems must go beyond striving to improve quality of life, quality of production and increased knowledge to achieve a level of sustainability. For production systems

to be sustainable they must be profitable. To improve profitability income needs to increase and costs need to be lowered or controlled. An additional push was made through programming to encourage producers to look at enterprise diversification and adding stocking rate flexibility into their production systems.

#### **What has been done**

Economic benefit was measured from responses from participants in the TAM Beef Cattle Shortcourse, Small Landowner Conferences, Beef Quality Assurance programs, Rebuilding Texas Herds, Southwest Beef Symposium, Beef 706, Reproductive Management, Cattle Handling and Dairy Programs.

#### **Results**

51% to 100% of the participants in these programs indicated they would benefit economically through adoption of management practices outlined in these programs. Participants in the small landowner programs indicated an expected increase in income of \$10.60 per head. Participants in Quality Assurance programs indicated increased income from \$20 to \$90 per head. Of the Beef 706 participants 78% indicated they would benefit economically by an estimated \$20.50. Reproductive management practices on beef and dairy operations indicated returns of \$35 to \$75 per head. Economic impact across the livestock sector is projected to be between and \$1.5 and \$20 million from adoption of management practices.

#### **4. Associated Knowledge Areas**

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

#### **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**

Livestock ownership, production and use in Texas has been influenced by natural disasters 2011 was the driest year on record and the second hottest year on record. 2012 saw only regional and periodic relief to the devastation of the 2011 production year. Recovery in

2012 was limited to non-existent across most of Texas. Weather related challenges continue to alter program delivery and adoption of some management practices. Routine management of livestock has been influenced and significant need exists for education in emergency and alternative management plans. Production costs and incentives for livestock production, management, and use are influenced by economic changes. Higher fuel prices, agriculture valuation, feed costs and health care costs are all factors. Public policy changes and government regulations challenge educators to provide up-to-date, neutral information that helps livestock participants make decisions. Population shifts and use of available land for productive and meaningful livestock production bring opportunities and challenges to livestock owners/producers/users and the associations/corporations/groups that make up this diverse industry.

## **V(I). Planned Program (Evaluation Studies)**

### **Evaluation Results**

Outcome measures include pre-post knowledge assessment, adoption of best management practices and elimination of non-beneficial practices, and change in confidence/competence. Changes in time and money spent/saved/invested for livestock production were measured in selected areas.

### **Key Items of Evaluation**

No additional findings to report.

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

**Program # 12**

**1. Name of the Planned Program**

Life Skills for Youth (includes Character Education and Leadership)

Reporting on this Program

**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%		0%	
	<b>Total</b>	100%		0%	

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

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

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	65.0	0.0	0.0	0.0
Actual Paid Professional	160.5	0.0	0.0	0.0
Actual Volunteer	0.0	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
2068254	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
2068254	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
17697087	0	0	0

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

**1. Brief description of the Activity**

Life Skills

This program is based on five learning experiences, of a minimum of 30 minutes each, 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.

#### Character Education

Extension agents formed coalitions of community organizations to deliver character education to young people and adults and trained other adults as teachers for a variety of community groups and organizations as well. Character education was 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.

#### Youth Leadership and Out of School

The following activities were 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**

#### Life Skills

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

#### Character Education

County Extension agents, Ag Science teachers, youth 5 -19, volunteer leaders, parents, schools, community education and service organizations.

#### Youth Leadership and Out of School

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.



**3. How was eXtension used?**

eXtension was not used in this program

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

**1. Standard output measures**

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	127011	1824662	371682	0

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

**Patent Applications Submitted**

Year: 2012  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2012	Extension	Research	Total
<b>Actual</b>	20	0	20

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

**Output Target**

**Output #1**

**Output Measure**

- # of group educational sessions conducted.

<b>Year</b>	<b>Actual</b>
2012	18865

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

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

O. No.	OUTCOME NAME
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.
4	% of youth who report abilities (skills) changed as a result of participation in character education programs.
5	% of youth who plan to adopt character practices as a result of participation in character education programs.
6	% of youth who report an increased knowledge of character education principles.
7	% of 4-H club participants who develop new leadership skills.
8	% of 4-H club participants applying leadership skills.

**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	Actual
2012	25

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

**Issue (Who cares and Why)**

Life skills are clearly the cornerstone of the Texas 4-H and Youth Development Program. Teaching life skills is embedded in every project experience and program offered. Developing life skills like responsibility, career choices, team work, motivation, and citizenship are critically important for our society's future.

**What has been done**

As a result of the fact that life skills are taught through many avenues, a cross-section of evaluation results are noted below. These include outcomes from standalone camps, career development programs, yearlong programs, and club experiences.

**Results**

- \* 97.9% believe that what they learned has given them the ability to make better leadership decisions.
- \* 91.5% know how to be an effective communicator and good listener.
- \* 91.5% have developed or improved their teamwork skills.
- \* 489.4% are more confident in serving in a leadership role.
- \* 89.4% have a personal vision.
- \* 89.4% have set personal goals to help them fulfill their personal vision.
- \* 89.4% can effectively participate in a business meeting using correct parliamentary procedure.
- \* 87.2% can use creativity to brainstorm and come up with the best solution to a problem.
- \* 85.1% have or plan to implement a community service project.
- \* 83.0% can identify their own leadership styles.

**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**

<b>Year</b>	<b>Actual</b>
2012	82

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

**Issue (Who cares and Why)**

Life skills are clearly the cornerstone of the Texas 4-H and Youth Development Program. Teaching life skills is embedded in every project experience and program offered. Developing life skills like responsibility, career choices, team work, motivation, and citizenship are critically important for our society's future.

**What has been done**

As a result of the fact that life skills are taught through many avenues, a cross-section of evaluation results are noted below. These include outcomes from standalone camps, career development programs, yearlong programs, and club experiences.

**Results**

- \* 85.7% have made healthier food choices.
- \* 85.7% have planned or prepared a recipe at home.
- \* 82.5% have changed the way they handle and prepare food.
- \* 72.7% have altered a recipe according to dietary needs.

Another program noted:

- \* A mean change increase of .57 on a five-point scale in the ability to use parliamentary procedure
- \* A mean change increase of 1.08 on a five-point scale regarding the willingness to learn new things.
- \* A mean change increase of .58 on a five-point scale regarding the sensitivity to other's people feelings.

#### 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	Actual
2012	86

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

###### **Issue (Who cares and Why)**

Life skills are clearly the cornerstone of the Texas 4-H and Youth Development Program. Teaching life skills is embedded in every project experience and program offered. Developing life skills like responsibility, career choices, team work, motivation, and citizenship are critically important for our society's future.

###### **What has been done**

As a result of the fact that life skills are taught through many avenues, a cross-section of evaluation results are noted below. These include outcomes from standalone camps, career development programs, yearlong programs, and club experiences.

###### **Results**

- \* 97.73% strongly agree or agree that they are more aware of career opportunities in the health/medical field.
- \* 90.70% strongly agree or agree that they are more aware of diverse career opportunities in health/medicine.
- \* 88.37% strongly agree or agree that they have considered what career they want to pursue after college.
- \* 88.37% strongly agree or agree that they are more aware of degree programs offered in health, nutrition, medicine and veterinary medicine.
- \* 81.40% strongly agree or agree that they are more interested in a health or medical field now more than ever.

\* 70.45% strongly agree or agree that they have been exposed to aspects of health/medicine that they could not have found anywhere else in the Texas 4-H Program.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

#### Outcome #4

##### 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	Actual
2012	25

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

###### **Issue (Who cares and Why)**

Character Education continues to be an important priority for the Texas 4-H and Youth Development Program. Character education is taught through a variety of programs. This includes Quality, Take A Stand (a anti-bullying program), Texas 4-H Congress, and many others.

###### **What has been done**

In 2012, Texas 4-H continued to teach youth character education through various models. A highlight of these results regarding life skill development are noted below.

###### **Results**

Evaluations from various programs indicate growth in the following areas at a rate of at 25%

- \* 40% increase in team work and working with others
- \* 30% increase in group visioning
- \* 25% increase in team listening
- \* 25% increase in listening

#### 4. Associated Knowledge Areas

**KA Code**    **Knowledge Area**  
806           Youth Development

**Outcome #5**

**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**

<b>Year</b>	<b>Actual</b>
2012	30

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

**Issue (Who cares and Why)**

Character Education continues to be an important priority for the Texas 4-H and Youth Development Program. Character education is taught through a variety of programs. This includes Quality, Take A Stand (a anti-bullying program), Texas 4-H Congress, and many others.

**What has been done**

In 2012, Texas 4-H continued to teach youth character education through various models. A highlight of these results regarding best practices are noted below:

**Results**

- \* 47.7% of the participants showed a positive movement for "I set personal goals to achieve success."
- \* 58.5% of the youth indicated a positive change for the statement, "I spend time practicing my communication skills."
- \* 45.4% of the youth showed a positive increase for "I share my ideas with others."
- \* 44.1% of the youth showed a positive change for "I work more effectively in groups."
- \* Only 26.8% of the youth showed a positive change for the statement, "I see the advantage of working in groups to think more creatively."
- \* 28.8% of the youth showed a positive change for "I listen to others while they are speaking."

**4. Associated Knowledge Areas**

**KA Code**    **Knowledge Area**

806 Youth Development

**Outcome #6**

**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	Actual
2012	25

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

**Issue (Who cares and Why)**

Character Education continues to be an important priority for the Texas4-H and Youth Development Program. Character education is taught through a variety of programs. This includes programs like Quality Counts (a youth character education program) and Take A Stand (a anti-bullying program).

**What has been done**

In 2012, Texas 4-H took on a significant undertaking for youth exhibiting livestock projects. This included a knowledge based online exam for youth (4-H and FFA) to become verified for knowledge on topics such as quality assurance and character education.

**Results**

**QUALITY COUNTS**

- \* Over 80,000 4-H and FFA youth have passed the exam
- \* Passing signifies a knowledge retention of 80% or higher.
- \* The most correctly answered questions were for those outlining character attributes, responsibilities and team work.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development



**Outcome #7**

**1. Outcome Measures**

% of 4-H club participants who develop new leadership skills.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	50

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

**Issue (Who cares and Why)**

Leadership is the foundation of the Texas 4-H and Youth Development Program. Throughout all the projects and programs offered, life skill development and leadership are the corner stones of developing youth members. Each year, the Texas 4-H and Youth Development Program conducts twelve district based Leadership Labs to teach leadership concepts.

**What has been done**

Every year, 4-H Leadership Labs are offered to teach leadership to 4-H club youth. These programs are offered to teach teamwork, public speaking, strengths based leadership, responsibilities of being a leader, and operating with others.

**Results**

The retrospective post evaluation provided the following results:

- \* 20% increase in teamwork
- \* 21% increase in public speaking
- \* 28% increase in personal leadership strengths
- \* 21% increase in leadership responsibilities
- \* 18% increase in working on a team.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

**Outcome #8**

**1. Outcome Measures**

% of 4-H club participants applying leadership skills.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Actual
2012	20

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

**Issue (Who cares and Why)**

Leadership is the foundation of the Texas 4-H and Youth Development Program. Throughout all the projects and programs offered, life skill development and leadership are the corner stones of developing youth members. Each year, the Texas 4-H and Youth Development Program conducts twelve district based Leadership Labs to teach leadership concepts.

**What has been done**

Every year, 4-H Leadership Labs are offered to teach leadership to 4-H club youth. These programs are offered to teach teamwork, public speaking, strengths based leadership, responsibilities of being a leader, and operating with others.

**Results**

- \* 88.2% said they are more comfortable working in a team because of what they have learned.
- \* 86.4% said they are more confident in their abilities as a leader because of what they have learned.
- \* 85.3% said they are comfortable speaking with others because of what they have learned.
- \* 82.8% said they are more confident in making decisions because of what they have learned.
- \* 72.1% said they are more confident with public speaking because of what they have learned.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

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

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

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

##### **Brief Explanation**

All goals have been met for this measurement timeline.

#### **V(I). Planned Program (Evaluation Studies)**

##### **Evaluation Results**

The Texas 4-H and Youth Development Program continues to use pretest / post test, retrospective post, and direct observation evaluation methodologies to measure program impact. All three methodologies continue to provide outstanding outcomes for these indicators. All reveal positive growth for youth involved in programs.

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

No additional findings to report.

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

**Program # 13**

**1. Name of the Planned Program**

Crop and Forage Production Systems

Reporting on this Program

**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 FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	58.5	0.0	85.0	0.0
Actual Paid Professional	47.0	0.0	89.4	0.0
Actual Volunteer	0.0	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
605657	0	3575921	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
605657	0	9582782	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
5182324	0	13595237	0

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

**1. Brief description of the Activity**

**AgriLife Extension**

Extension is the right hand of AgriLife Research in the development of viable field research and demonstrations on the farms and ranches of Texas producers. Our crop testing efforts include replicated field trials to demonstrate new genetics in corn, sorghum, wheat, peanut, sunflower, rice, cotton and minor crops such as guar, sesame, safflower and castor. Over 100 replicated field trials are initiated annually. Results are instantly available to producers at <http://varietytesting.tamu.edu>, which received 829,139 requests and 562,386 page downloads in 2012. Most crop varieties and hybrids have a short life, often as little as 3 usually not more than 5 years due to the rapid progress of technology in improved crops and forages. This ongoing testing and rapid reporting insures that Texas growers can take advantage of the best technology when selecting planting seed.

Specialists 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. Examples of coordinated research and Extension programming include:

**Cotton root rot suppression**

Cotton root rot (CRR) is a devastating disease in cotton planted on heavy textured, high pH soils common to the Southwest, reducing the yield of lint and cotton seed yields by tens of millions of pounds annually across Texas, New Mexico, and Arizona. The disease is caused by a persistent soil borne fungus, *Phymatotrichopsis omnivora*. To assess the scope of the problem, a survey was taken to determine the percent of infestation of fields and the economic impact of CRR on yields by surveying County Extension Agents and Extension Agents-IPM agents across Texas.

**AgriLife Research**

AgriLife Research has a broad and interdisciplinary group of scientists dedicated to crop improvement, development of sustainable production technologies, sustainable pest management procedures, plant breeding and studies which employ molecular tools to accelerate the incorporation of new findings in field crops and forages. These technologies range from the very basic to the very applied. AgriLife breeders annually release new varieties of cotton, wheat, oats, peanut and/or rice through commercial seed producers in the state. AgriLife breeders of sorghum and corn annually release new parent lines uniquely adapted to the biotic and abiotic stress endemic to Texas for use by commercial seed companies to

incorporate in hybrids released to the public.

**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.

**3. How was eXtension used?**

eXtension was not used in this program

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

**1. Standard output measures**

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	34373	1306516	2007	0

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

**Patent Applications Submitted**

Year: 2012  
 Actual: 3

**Patents listed**

- \* Stem-expressed promoter for Tissue-specific expression in monocot crops
- \* Stem-regulated, plant defense promoter and uses thereof in tissue-specific expression in monocots
- \*Enhancing expression of value-added genes by transgenic expression of tombuvirus-based P19 gene mutants

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

**Number of Peer Reviewed Publications**

2012	Extension	Research	Total
Actual	0	1150	1150

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

**Output Target**

**Output #1**

**Output Measure**

- # of group educational sessions conducted.

<b>Year</b>	<b>Actual</b>
2012	1936

**Output #2**

**Output Measure**

- # of research-related projects.

<b>Year</b>	<b>Actual</b>
2012	223

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

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

O. No.	OUTCOME NAME
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.
3	Increased income (in millions) as a result of adoption of best practices in crop management.



### **Outcome #1**

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

% of crop and forage producers that adopt or plan to adopt best management practices to improved quality and profitability.

Not Reporting on this Outcome Measure

### **Outcome #2**

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

% of crop and forage producers that report increased knowledge of best management practices to improve quality and profitability.

Not Reporting on this Outcome Measure

### **Outcome #3**

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

Increased income (in millions) as a result of adoption of best practices in crop management.

#### **2. Associated Institution Types**

- 1862 Extension
- 1862 Research

#### **3a. Outcome Type:**

Change in Condition Outcome Measure

#### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	1

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

##### **Issue (Who cares and Why)**

Based on the 5-year average cotton lint price of \$0.58/ lb (USDA-NASS), the economic loss to all Texas cotton farmers from CRR is over \$24 million annually (Table 1). Estimated losses for non-irrigated cotton farmers exceed \$15 million annually, and irrigated cotton farmers exceed \$8.5 million annually. Using a 5-year average cottonseed price of \$163/ton (USDA-NASS) results in an additional loss of nearly \$5 million annually occurs. The total economic impact (lint + seed) of CRR to Texas cotton producers equals over \$29.4 million annually. The economic impact of the 5-year average yield loss from CRR and September 2011 cotton lint prices (\$0.98/lb) and

cottonseed prices (\$375/ton) the total economic impact would exceed \$60 million dollars.

#### **What has been done**

AgriLife Research and Extension, working with an agricultural chemical company identified a treatment to an exceptionally devastating cotton disease, cotton root rot, which is caused by a persistent soil born fungus. We put in field trials and demonstrations across the state, educated producers and made them aware of a Section 18 label, which when used properly can control this pernicious disease, resulting in cotton yields averaging about 30% higher than in untreated cotton.

#### **Results**

In the development of treatments to reduce the damage to the Texas cotton crop from cotton root rot, nearly 100% of the farmers affected by the disease, which represents about 20% of the total state acreage, or about 1.2 million affected acres.

Cotton growers treated about 170,000 acres on the first year of the crisis exemption label. We do not have precise economic numbers, but it is estimated that farmers had increased income of more than \$1.5 million in 2012 and with this success; it could increase to as much as \$30 million annually in subsequent years.

#### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
102	Soil, Plant, Water, Nutrient Relationships
202	Plant Genetic Resources
205	Plant Management Systems
211	Insects, Mites, and Other Arthropods Affecting Plants
212	Pathogens and Nematodes Affecting Plants
213	Weeds Affecting Plants
216	Integrated Pest Management Systems

#### **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**

Natural disasters, the economy, and policy changes all have potential impact on these

efforts.

## **V(I). Planned Program (Evaluation Studies)**

### **Evaluation Results**

Cotton growers treated about 170,000 acres on the first year of the crisis exemption label. We do not have precise economic numbers, but it is estimated that farmers had increased income of more than \$1.5 million in 2012 and with this success; it could increase to as much as \$30 million annually in subsequent years.

### **Key Items of Evaluation**

No additional findings to report.

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

**Program # 14**

**1. Name of the Planned Program**

Child Passenger Safety

Reporting on this Program

**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%		0%	
	<b>Total</b>	100%		0%	

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

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	5.0	0.0	0.0	0.0
Actual Paid Professional	4.1	0.0	0.0	0.0
Actual Volunteer	0.0	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
52834	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
52834	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
452075	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.

**3. How was eXtension used?**

eXtension was not used in this program

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

**1. Standard output measures**

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	20789	30319	24826	0

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

**Patent Applications Submitted**

Year: 2012

Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2012	Extension	Research	Total
<b>Actual</b>	0	0	0

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

**Output Target**

**Output #1**

**Output Measure**

- # of group education sessions conducted.

Year	Actual
2012	452

**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 Action Outcome Measure

**3b. Quantitative Outcome**

Year	Actual
2012	1992

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

**Issue (Who cares and Why)**

The proper use of child safety seats reduces the risk of injury and death, leading to reduced medical costs, avoidance of lost future earnings, and improved quality of life. These economic benefits are an estimated \$1,988 per child age 0 to 4 and \$2,347 per child age 4 to 7 for new seats distributed, and \$558 per child for seat misuse with an assumed 75% continued use.

**What has been done**

During this past year 1,992 safety seats were inspected at a checkup Event, or child safety seat fitting station. Parents were taught how to correctly install the seats by certified child safety technicians. All parent participants had to actually install the seat correctly and be checked of by the certified technicians. If seats children came in were not correct for their size and weight, they were provided with a new seat.

**Results**

During this past year 1,992 safety seats were inspected at a checkup Event, or child safety seat fitting station. 66 new certified safety seat technicians were trained by the project. For the 1,992 safety seats inspected this year, the economic benefit is estimated at over \$2.3 million. Since the program's inception in 1999, the total economic benefit is estimated at \$21.2 million.

**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**

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

##### **Brief Explanation**

Goals were met.

#### **V(I). Planned Program (Evaluation Studies)**

##### **Evaluation Results**

During this past year 1,992 safety seats were inspected at a checkup Event, or child safety seat fitting station. 66 new certified safety seat technicians were trained by the project. For the 1,992 safety seats inspected this year, the economic benefit is estimated at over \$2.3 million. Since the program's inception in 1999, the total economic benefit is estimated at \$21.2 million.

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

During this past year 1,992 safety seats were inspected at a checkup Event, or child safety seat fitting station. 66 new certified safety seat technicians were trained by the project. For the 1,992 safety seats inspected this year, the economic benefit is estimated at over \$2.3 million.



**V(A). Planned Program (Summary)****Program # 15****1. Name of the Planned Program**

Cancer Risk Reduction and Early Detection

 Reporting on this Program**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 FTE/SYs expended this Program**

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	1.5	0.0	2.4	0.0
Actual Paid Professional	4.0	0.0	2.8	0.0
Actual Volunteer	0.0	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
51545	0	87851	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
51545	0	210325	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
441049	0	576389	0

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

Women living in 43 rural, frontier, and/or border counties were invited to a Friend to Friend event, a National Cancer Institute evidence based program to learn about the importance of having regular breast

and cervical cancer screening. They were also provided an opportunity to meet with local clinical providers, including those that offer such services at low or no cost.

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

Under-served rural women who are at risk for breast and cervical cancer.

**3. How was eXtension used?**

eXtension was not used in this program

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

**1. Standard output measures**

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	3228	33908	1486	0

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

**Patent Applications Submitted**

Year: 2012

Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2012	Extension	Research	Total
<b>Actual</b>	0	39	39

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

**Output Target**

**Output #1**

**Output Measure**

- # of education sessions conducted.

Year	Actual
2012	284

**Output #2**

**Output Measure**

- # research-related projects.

<b>Year</b>	<b>Actual</b>
2012	13

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

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

O. No.	OUTCOME NAME
1	# of people reporting knowledge gained through participation in educational activities.
2	# of people reporting a willingness to adopt practices through participation in educational programs.
3	% of women who signed a commitment contract to get a pap smear or mammogram.

**Outcome #1**

**1. Outcome Measures**

# of people reporting knowledge gained through participation in educational activities.

Not Reporting on this Outcome Measure

**Outcome #2**

**1. Outcome Measures**

# of people reporting a willingness to adopt practices through participation in educational programs.

Not Reporting on this Outcome Measure

**Outcome #3**

**1. Outcome Measures**

% of women who signed a commitment contract to get a pap smear or mammogram.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	73

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

**Issue (Who cares and Why)**

Women living in rural areas of Texas are less likely than their urban counterparts to have had a mammogram or Papanicolau (Pap) test within the past two years. Screening and diagnostic services tend to be ?disconnected? and not easy to locate or access in rural Texas, especially for underserved and older women. As a result, women in these rural areas tend to be diagnosed in later stages of breast or cervical cancer, making treatment more difficult and impairing their future quality of life.

**What has been done**

Friend to Friend events were held in 43 rural, frontier or border counties this year. A total of 1,502 women attended. Each event included forming a coalition to plan and implement an event. Each event included a presentation by a local physician, a chance to meet and make appointments with nearby clinical sources of mammograms and Pap tests, and a discussion group for networking support and finding solutions for problems like cost and transportation. If women needed a mammogram and/or a Pap test, they were asked to sign a commitment card saying they were committed to obtaining one of these tests.

#### **Results**

Of the 1,502 women attending the Friend to Friend events, 1,096 (73%) signed a commitment contract to obtain a mammogram or Pap test. Additional funding was sought and received from the Cancer Prevention and Research Institute of Texas to support hiring regional patient navigators and when needed, pay for breast and cervical cancer screening and diagnostic services.

#### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
723	Hazards to Human Health and Safety

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

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

- Appropriations changes
- Competing Public priorities

##### **Brief Explanation**

Additional funding was sought and obtained from the Cancer Prevention and Research Institute of Texas to support hiring regional patient navigators and when needed, pay for breast and cervical cancer screening and diagnostic services.

#### **V(I). Planned Program (Evaluation Studies)**

##### **Evaluation Results**

Of the 1,502 women attending the Friend to Friend events, 1,096 (73%) signed a commitment contract to obtain a mammogram or Pap test.

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

Of the 1,502 women attending the Friend to Friend events, 1,096 (73%) signed a commitment contract to obtain a mammogram or Pap test. Friend to Friend is an effective way to increase women's intention to get screened for breast and cervical cancer. The program was such a success that the Cancer Prevention and Research Institute of Texas awarded Texas AgriLife Extension \$2.7 million to support hiring regional patient navigators and when needed, pay for breast and cervical cancer screening and diagnostic services over the next 3 years.



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

**Program # 16**

**1. Name of the Planned Program**

Family Financial Security

Reporting on this Program

**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 FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	5.0	0.0	0.0	0.0
Actual Paid Professional	1.2	0.0	0.0	0.0
Actual Volunteer	0.0	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
15464	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
15464	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
132315	0	0	0

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

1. Brief description of the Activity

Implemented the Money Smart Financial Education Curriculum.



Implemented the Wi\$e Financial Planning for Generation X and Y Curriculum

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

Money Smart: unbanked, less financially-sophisticated consumers.  
 Wi\$eUp: Generations X and Y, with emphasis on women ages 22-35.

**3. How was eXtension used?**

eXtension FAQs provided by the Family Financial Security Community of Practice were consulted as needed. Texas A&M AgriLife Extension specialists also served as subject-matter experts for the financial FAQ database. Participation in webinars offered by the Family Financial Security CoP was encouraged.

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

**1. Standard output measures**

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	789	20778	642	0

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

**Patent Applications Submitted**

Year: 2012  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2012	Extension	Research	Total
<b>Actual</b>	0	0	0

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

**Output Target**

**Output #1**

**Output Measure**

- # of group educational sessions conducted.

<b>Year</b>	<b>Actual</b>
2012	148

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

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

O. No.	OUTCOME NAME
1	Money Smart: # increased knowledge.
2	Wi\$eUp: # reduced debt and increased savings.

## **Outcome #1**

### **1. Outcome Measures**

Money Smart: # increased knowledge.

### **2. Associated Institution Types**

- 1862 Extension

### **3a. Outcome Type:**

Change in Knowledge Outcome Measure

### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	2242

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

#### **Issue (Who cares and Why)**

Money Smart participants included programs conducted for clients in a variety of community organizations, including Individual Development Account (IDA) participants, Boys and Girls Clubs, Catholic Family Services, Upward Bound, workforce centers, adult probationers, child support programs, Volunteers for America, and Goodwill Industries. The educational needs of these audiences were addressed by the content covered in the Money Smart curriculum, as many are customary users of non-traditional financial service providers, often at high personal cost.

#### **What has been done**

Normal implementation consists of a series of workshops taught by the local county Extension agent. A pre- and post-survey are used to determine any changes in participants' financial management practices and attitudes toward money as a result of participating in Money Smart classes. 28 volunteer instructors in Travis County reached 1445 participants in partnership with the Financial Literacy Coalition of Central Texas.

#### **Results**

Results consistently show a statistically significant increase in participants' knowledge of the program's concepts after the class compared to their knowledge before the class. Participants have reported adoption of several recommended financial management practices and improvement in their attitudes toward money over the 5-10 week series, including improvement in the frequency with which bills are paid on time, increased savings, opening of savings and checking accounts, and developing a plan for spending.

### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
801	Individual and Family Resource Management

## **Outcome #2**

### **1. Outcome Measures**

Wi\$eUp: # reduced debt and increased savings.

### **2. Associated Institution Types**

- 1862 Extension

### **3a. Outcome Type:**

Change in Action Outcome Measure

### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	721

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

#### **Issue (Who cares and Why)**

Financial management continues to be a major issue facing Texans as a result of the economic issues in the country. Extension programs are aimed at helping individuals and families deal with these issues and become more financially secure.

#### **What has been done**

The Second Edition of the Wi\$eUp Handbook (144 pages) developed by Texas A&M AgriLife Extension was published in December 2010 as a for-sale publication. During the Federal FY12, 720 individuals participated in the online version of the Wi\$eUp course. A Spanish version of Wi\$eUp was implemented in 2012.

#### **Results**

Since 2004, more than 22,466 persons nationwide participated in the program by taking the online course or attending classes and workshops led by community-based organized. Wi\$eUp has reached diverse audiences across the nation, including limited-resource heads of household, middle-class mothers, young professionals, male and female military service members, Head Start staff and mothers, county employees, hospital employees, and incarcerated women. Texas A&M AgriLife Extension educators in 11 Texas counties have conducted the Wi\$eUp community workshop series.

Between July 2005 and December 31, 2012, the Wi\$eUp website had 375,514 unique visitors and 3,717,813 page views. In 2012, there were 63,615 unique visitors and 476,960 page views. Google search statistics for the term, Gen X financial education give 6,260,00,000 results, with Wi\$eUp referenced in the first link. The U.S. Department of Treasury's Office of Financial Education recognizes Wi\$eUp as a national financial education curriculum resource, and the U.S. Department of Labor ? Women?s Bureau has been recognized for excellence in its promotion of

the Wi\$eUp program.

Satisfaction factors reported by the Williamson County participants in 2011:

- \* 95% indicated they would recommend Wi\$eUp to others
- \* 35% were extremely or very satisfied with their personal financial progress
- \* 95% indicated the Wi\$eUp course was their first exposure to Texas AgriLife Extension.

Representative open-ended statements by the Williamson County participants in 2011:

- \* Let me know I could manage my finances
- \* Helped me learn the importance of financial education
- \* I am actually accomplishing something with my money
- \* Made me more aware of my spending

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management

#### 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

External funding for Wi\$eUp ended in 2011. The result has been a decline in the number of participants nationwide, including Texas, as funding priorities shifted to support other types of women's programs in the Bureau. However, during Fall 2011, Texas AgriLife received a small grant from the Bureau to begin posting a Spanish language version of the online course. The impact of having a Spanish language version of Wi\$eUp remains unmeasured.

Taking Wi\$eUp to scale through Texas A&M AgriLife Extension efforts or through other community partners remains a challenge, despite reaching more than 22,466 persons nationwide since its inception in 2004.

#### V(I). Planned Program (Evaluation Studies)

##### Evaluation Results

Wi\$eUp's evaluation database consists of responses to pre and post-assessments for each of the eight modules in the curriculum as well as responses to the three-month follow-up post-assessment. The pre-assessment gathers information about current financial practices and the post-assessment provides participants with a way to identify financial goals/behaviors they plan to adopt. The number of participants who completed each

assessment tool varies, depending upon the modules they completed, and the items that participants chose to answer. The number of responses to pre and post-assessment items varies from a few hundred to several thousand. The three-month post-assessment database is a cumulative database for Wi\$eUp since the three-month follow-up was established and consists of responses from 935 participants. An economic impact brief of the program is currently in process.

### **Key Items of Evaluation**

Key findings from the evaluation database will be published as an economic impact brief upon completion of analysis.

**V(A). Planned Program (Summary)****Program # 17****1. Name of the Planned Program**

Global Food Security and Hunger

 Reporting on this Program**V(B). Program Knowledge Area(s)**

## 1. Program Knowledge Areas and Percentage

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

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

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

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	15.0	0.0	0.0	0.0
Actual Paid Professional	8.0	0.0	0.0	0.0
Actual Volunteer	0.0	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
103091	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
103091	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
882098	0	0	0

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

## 1. Brief description of the Activity



**AgriLife Extension**

Nutrition education was conducted using a variety of methods including group, individual, media, and newsletters. Group methods included single education events that focused on a very specific concept/behavior or a series of lessons that focused on food resource management. Networking with agencies and organizations to expand outreach and identify new audiences will also occur.

**AgriLife Research**

Research was conducted in Africa, Latin America and the Middle East in cooperation with the Gates Foundation, Howard G. Buffett Foundation, local extension services, local universities, Texas Department of Agriculture, Department of Defense and USAID. Examples of planned activities include the Texas Israeli Exchange, Iraq Trade and Development, and the Kurdistan Initiative.

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

**AgriLife Extension**

The target audience for the Better Living for Texans program includes individuals who receive benefits from the Supplemental Nutrition Assistance program (SNAP) as well as those who are potentially eligible for benefits. Those eligible for benefits 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; children who participate in the Summer Food Service Program; and individuals living in census tracks where 50% or more of the population is at 130% of the poverty level or below.

**AgriLife Research**

Target audiences include the United Nations, governments and non-governmental organizations in Africa, Latin America and the Middle East.

**3. How was eXtension used?**

eXtension was not used in this program

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

**1. Standard output measures**

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	105181	253060	115712	0

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

**Patent Applications Submitted**

Year: 2012  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

<b>2012</b>	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Actual</b>	0	0	0

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

**Output Target**

**Output #1**

**Output Measure**

- # of group educational sessions conducted.

<b>Year</b>	<b>Actual</b>
2012	9508

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

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

O. No.	OUTCOME NAME
1	Amount of monthly out-of-pocket food expenses reported saved by program participants.

## **Outcome #1**

### **1. Outcome Measures**

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

### **2. Associated Institution Types**

- 1862 Extension

### **3a. Outcome Type:**

Change in Condition Outcome Measure

### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	14

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

#### **Issue (Who cares and Why)**

An estimated 18% of Texas families have been identified as food insecure. Food insecurity has been linked to a number of diet, health, and psychosocial outcomes. Among children, food insecurity has been associated not only with a poor diet but also with iron deficiency anemia, developmental delay, behavioral and emotional problems and poor academic performance. The possible link between food insecurity and obesity has been examined in both children and adult populations but the findings are inconsistent.

#### **What has been done**

BLT teaches participants how to stretch their food resources (cash or SNAP benefits) and prepare low-cost meals so they can get the maximum amount of nutritious food for their families.

#### **Results**

In a sample of 1286 participants, 71% (908) reported they always or sometimes ran out of food before the end of the month. Twenty-three percent (n=295) never ran out of food, and the remaining participants were not sure or did not answer the question. Thirty days after completing the BLT program, the number of participants running out of food always or sometimes had dropped to 698 (54%), and the percentage who never ran out of food rose to 43%. Although the drop in food insecurity is encouraging, it is still a concern that over half of the participants continue to have problems with food security despite the improvements in their food resource management skills.

### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
704	Nutrition and Hunger in the Population
801	Individual and Family Resource Management

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

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

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

### **Brief Explanation**

While we were able to help participants reduce out-of-pocket food expenses and reduce the number of participants who experienced food insecurity, the high percentages of participants who continue to struggle with food insecurity are cause for concern. Many of the risk factors for food insecurity (poverty, loss of a job, being a single parent, unexpected expenses) are well outside the scope of BLT program.

## **V(I). Planned Program (Evaluation Studies)**

### **Evaluation Results**

In a sample of 1286 participants, 71% (908) reported they always or sometimes ran out of food before the end of the month. Twenty-three percent (n=295) never ran out of food, and the remaining participants were not sure or did not answer the question. Thirty days after completing the BLT program, the number of participants running out of food always or sometimes had dropped to 698 (54%), and the percentage who never ran out of food rose to 43%. Although the drop in food insecurity is encouraging, it is still a concern that over half of the participants continue to have problems with food security despite the improvements in their food resource management skills.

### **Key Items of Evaluation**

No additional findings to report.

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

**Program # 18**

**1. Name of the Planned Program**

Childhood Obesity

Reporting on this Program

**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 FTE/SYs expended this Program**

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	3.0	0.0	1.0	0.0
Actual Paid Professional	1.6	0.0	0.2	0.0
Actual Volunteer	0.0	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
20618	0	61482	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
20618	0	11895	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
176420	0	37552	0

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

**1. Brief description of the Activity**

Balancing Food & Play

The curriculum contains four elements: 20 lesson plans, 8 take-home reading assignments, 4 parent

newsletters, and a 41 page journal for each student. Twenty lesson plans address physical activity, My Plate, making healthy choices, and goal setting. The lessons incorporate higher-level thinking and learning skills (i.e., opportunities to design games, commercials, menus). Eight take-home reading assignments and parent letters encourage family engagement by providing the opportunity for shared family discussions. The reading assignments follow a fictional family as they learn about nutrition and physical activity, set goals, and learn to make healthy choices. Each student receives a 41-page journal. The journal allows opportunities for reflective learning and goal setting. The program evaluation includes child surveys regarding knowledge and behavior.

In 2012, Texas A&M AgriLife Extension Service agents in 21 counties recruited third grade classroom teachers to participate in this program. They received permission to implement this school enrichment program, and 1,223 students completed the curriculum. To date, 1,215 teacher manuals and 1,041 student journal masters have been downloaded from the website <http://balance.tamu.edu>.

At the completion of Balancing Food & Play, students were more likely to correctly identify food and physical activity recommendations. Self-reported student behaviors related to physical activity, soda consumption, and screen time - all of which are associated with obesity - improved during the time that Balancing Food & Play was taught. The percentage of students who reported:

- getting at least 60 minutes of physical activity increased from 51 percent to 73 percent;
- drinking soda almost never or never increased from 32 percent to 42 percent; and
- limiting screen time to 2 hours or less increased from 81 percent to 91 percent.

#### WAT Youth Component

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 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.

In 2012, 6,192 youth participated in school Walk Across Texas teams for eight weeks. They walked a total of 589,019 miles during the eight weeks or almost 12 miles per week.

#### AgriLife Research

Research is conducted in collaboration with State and Federal Women, Infant and Children Program leaders to provide data and programs to improve dietary habits of children and their parents or care givers. Research also involves native American populations and the school lunch program.

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

#### Balancing Food & Play

Third grade students in Texas schools.

#### WAT Youth Component

Youth in Texas schools.

#### AgriLife Research

Parents and others who care for children, school lunch program administrators, and native Americans.

**3. How was eXtension used?**

eXtension was not used in this program

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

**1. Standard output measures**

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	358	3719	13038	0

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

**Patent Applications Submitted**

Year: 2012

Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2012	Extension	Research	Total
<b>Actual</b>	0	2	2

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

**Output Target**

**Output #1**

**Output Measure**

- # youth participating in WAT Program.
- Not reporting on this Output for this Annual Report

**Output #2**

**Output Measure**

- # of educational sessions conducted.

Year	Actual
2012	353



**Output #3**

**Output Measure**

- # of research related projects.

<b>Year</b>	<b>Actual</b>
2012	1

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

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

O. No.	OUTCOME NAME
1	Increased number of miles walked by youth during the WAT Eight Week Program
2	The percent of youth that reported engaging daily in 60 minutes or more of physical activity. (National Indicator Outcome 2,1d)
3	The percent of youth that reported increasing their physical activity and/or reducing sedentary (National Indicator Outcome 2,1c)
4	% youth drinking soda almost never or never.

## **Outcome #1**

### **1. Outcome Measures**

Increased number of miles walked by youth during the WAT Eight Week Program

### **2. Associated Institution Types**

- 1862 Extension

### **3a. Outcome Type:**

Change in Action Outcome Measure

### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	589019

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

#### **Issue (Who cares and Why)**

Texas ranks 7th as the state with the highest childhood overweight rates. Regular physical activity and controlling weight can significantly reduce the incidence and impact of chronic diseases like heart disease, stroke, diabetes, cancer, high blood pressure, and depression. Regular physical activity is also associated with fewer physician visits, hospitalizations, and medications.

#### **What has been done**

Balancing Food and Play was offered to third graders. 1,223 participated. Walk Across Texas was offered in schools. In 2012, 6,192 youth participated in school Walk Across Texas teams for eight weeks. They walked a total of 589,019 miles during the eight weeks or almost 12 miles per week.

#### **Results**

The percentage of students participating in Balancing Food & Play who reported:  
\* getting at least 60 minutes of physical activity increased from 51 percent to 73 percent;  
\* drinking soda almost never or never increased from 32 percent to 42 percent; and  
\* limiting screen time to 2 hours or less increased from 81 percent to 91 percent

In 2012, 6,192 youth participated in school Walk Across Texas teams for eight weeks. They walked a total of 589,019 miles during the eight weeks or almost 12 miles per week.

### **4. Associated Knowledge Areas**

**KA Code**    **Knowledge Area**  
724            Healthy Lifestyle

**Outcome #2**

**1. Outcome Measures**

The percent of youth that reported engaging daily in 60 minutes or more of physical activity.  
(National Indicator Outcome 2,1d)

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	73

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

**Issue (Who cares and Why)**

Texas ranks 7th as the state with the highest childhood overweight rates. Regular physical activity and controlling weight can significantly reduce the incidence and impact of chronic diseases like heart disease, stroke, diabetes, cancer, high blood pressure, and depression. Regular physical activity is also associated with fewer physician visits, hospitalizations, and medications.

**What has been done**

Balancing Food and Play was offered to third graders. 1,223 participated. Walk Across Texas was offered in schools. In 2012, 6,192 youth participated in school Walk Across Texas teams for eight weeks. They walked a total of 589,019 miles during the eight weeks or almost 12 miles per week.

**Results**

The percentage of students participating in Balancing Food & Play who reported:  
\* getting at least 60 minutes of physical activity increased from 51 percent to 73 percent;  
\* drinking soda almost never or never increased from 32 percent to 42 percent; and  
\* limiting screen time to 2 hours or less increased from 81 percent to 91 percent

In 2012, 6,192 youth participated in school Walk Across Texas teams for eight weeks. They walked a total of 589,019 miles during the eight weeks or almost 12 miles per week.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle

#### Outcome #3

##### 1. Outcome Measures

The percent of youth that reported increasing their physical activity and/or reducing sedentary (National Indicator Outcome 2,1c)

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Action Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2012	91

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

###### **Issue (Who cares and Why)**

Texas ranks 7th as the state with the highest childhood overweight rates. Regular physical activity and controlling weight can significantly reduce the incidence and impact of chronic diseases like heart disease, stroke, diabetes, cancer, high blood pressure, and depression. Regular physical activity is also associated with fewer physician visits, hospitalizations, and medications.

###### **What has been done**

Balancing Food and Play was offered to third graders. 1,223 participated. Walk Across Texas was offered in schools. In 2012, 6,192 youth participated in school Walk Across Texas teams for eight weeks. They walked a total of 589,019 miles during the eight weeks or almost 12 miles per week.

###### **Results**

The percentage of students participating in Balancing Food & Play who reported:  
\* getting at least 60 minutes of physical activity increased from 51 percent to 73 percent;  
\* drinking soda almost never or never increased from 32 percent to 42 percent; and  
\* limiting screen time to 2 hours or less increased from 81 percent to 91 percent

In 2012, 6,192 youth participated in school Walk Across Texas teams for eight weeks. They

walked a total of 589,019 miles during the eight weeks or almost 12 miles per week.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle

#### Outcome #4

##### 1. Outcome Measures

% youth drinking soda almost never or never.

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Action Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2012	42

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

###### **Issue (Who cares and Why)**

Texas ranks 7th as the state with the highest childhood overweight rates. Regular physical activity and controlling weight can significantly reduce the incidence and impact of chronic diseases like heart disease, stroke, diabetes, cancer, high blood pressure, and depression. Regular physical activity is also associated with fewer physician visits, hospitalizations, and medications.

###### **What has been done**

Balancing Food and Play was offered to third graders. 1,223 participated. Walk Across Texas was offered in schools. In 2012, 6,192 youth participated in school Walk Across Texas teams for eight weeks. They walked a total of 589,019 miles during the eight weeks or almost 12 miles per week.

###### **Results**

The percentage of students participating in Balancing Food & Play who reported:  
\* getting at least 60 minutes of physical activity increased from 51 percent to 73 percent;  
\* drinking soda almost never or never increased from 32 percent to 42 percent; and  
\* limiting screen time to 2 hours or less increased from 81 percent to 91 percent

In 2012, 6,192 youth participated in school Walk Across Texas teams for eight weeks. They walked a total of 589,019 miles during the eight weeks or almost 12 miles per week.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle

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

##### External factors which affected outcomes

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

##### Brief Explanation

Reduced budgets meant less agents who were able to offer either program. Due to budget cuts, teachers were laid off. Our Texas Education School Health department was closed so there was less encouragement to participate in either Balancing Food and Play or Walk Across Texas.

#### V(I). Planned Program (Evaluation Studies)

##### Evaluation Results

The percentage of students participating in Balancing Food & Play who reported

- getting at least 60 minutes of physical activity increased from 51 percent to 73 percent;
- drinking soda almost never or never increased from 32 percent to 42 percent; and
- limiting screen time to 2 hours or less increased from 81 percent to 91 percent

In 2012, 6,192 youth participated in school Walk Across Texas teams for eight weeks. They walked a total of 589,019 miles during the eight weeks or almost 12 miles per week.

##### Key Items of Evaluation

The percentage of students participating in Balancing Food & Play who reported

- getting at least 60 minutes of physical activity increased from 51 percent to 73 percent;
- drinking soda almost never or never increased from 32 percent to 42 percent; and
- limiting screen time to 2 hours or less increased from 81 percent to 91 percent

In 2012, 6,192 youth participated in school Walk Across Texas teams for eight weeks. They walked a total of 589,019 miles during the eight weeks or almost 12 miles per week.



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

**Program # 19**

**1. Name of the Planned Program**

Climate Change

Reporting on this Program

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

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
132	Weather and Climate	100%		100%	
	<b>Total</b>	100%		100%	

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

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

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	5.0	0.0	1.5	0.0
Actual Paid Professional	6.6	0.0	1.3	0.0
Actual Volunteer	0.0	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
85372	0	118170	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
85372	0	100623	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
730487	0	274556	0

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

**1. Brief description of the Activity**

**AgriLife Extension**

Developed and conducted educational programs utilizing direct and indirect educational methods to

increase knowledge of and support adoption of management practices capable of mitigating the effect of weather and climate change.

**AgriLife Research**

The research response to this pressing issue is to generate reliable, verifiable data regarding carbon sequestration, carbon cycling, and interrelationships of cropping systems, livestock production and climate change. An example of this effort is using carbon dioxide from coal fired power generation as a feedstock for algae production. Research is also ongoing to develop and add value to co-products from algae production.

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

Research products and educational programs focusing on the issue of weather and climate change address target audiences including but not limited to producers, corporate businesses, landscape managers, water resource managers, decision makers, and others who identify themselves with this issue.

**3. How was eXtension used?**

eXtension was not used in this program

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

**1. Standard output measures**

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	11139	240077	393	0

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

**Patent Applications Submitted**

Year: 2012  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2012	Extension	Research	Total
<b>Actual</b>	0	9	9

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

**Output Target**

**Output #1**

**Output Measure**

- # of educational programs conducted.

<b>Year</b>	<b>Actual</b>
2012	349

**Output #2**

**Output Measure**

- # of research related projects.

<b>Year</b>	<b>Actual</b>
2012	3

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

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

O. No.	OUTCOME NAME
1	# of people reporting knowledge gained through participation in educational activities.
2	# of people reporting a willingness to adopt practices through participation in educational programs.

## **Outcome #1**

### **1. Outcome Measures**

# of people reporting knowledge gained through participation in educational activities.

### **2. Associated Institution Types**

- 1862 Extension
- 1862 Research

### **3a. Outcome Type:**

Change in Knowledge Outcome Measure

### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	92

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

#### **Issue (Who cares and Why)**

Beyond the Drought was one of many programs conducted by Extension to educate ranchers on proper management of forage resources in drought. It was conducted in eight East Texas counties and focused on providing information on drought recovery of East Texas pastures and hay meadows. Practical suggestions, research results, and the knowledge needed to effectively manage pastures and hay meadows following a drought were provided. The program included discussions on the importance of soil fertility, the need for conservative stocking rates, and the need for time to allow pastures/meadows to rebuild their root systems after beneficial rainfall before restocking.

#### **What has been done**

Producers have taken the knowledge gained from this program back to their individual operations. To recover from a drought of the magnitude and intensity of that experienced in 2011, it requires rainfall, a period of rest for pasture recovery and an assessment of the forage base before restocking. The area impacted was in drought again for much of 2012, but producers have used knowledge gained to stop ill advised restocking before pastures recovered.

#### **Results**

Extension programming on the drought provided decision support for destocking and restocking pastures. It is estimated that Texas ranchers sold or moved out of state about 22% of the cow herd over a period of two years. Removing cattle helped preserve the forage base and reduce damage to natural resources. The results of education on management after the drought will not provide immediate results, as much of the state is still in drought and the impact of these practices will not be measured until after the drought.

Results include:

- \* Attendees increased knowledge on drought recovery by 92%.
- \* The survey indicated a high percentage of participants had intentions to adopt drought management practices (76.3%).
- \* Participants anticipated a total economic benefit of \$9.30 per acre due to knowledge gained from this program.
- \* This program was given at 6 locations throughout East Texas (including a total of 8 counties)

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
132	Weather and Climate

#### Outcome #2

##### 1. Outcome Measures

# of people reporting a willingness to adopt practices through participation in educational programs.

##### 2. Associated Institution Types

- 1862 Extension
- 1862 Research

##### 3a. Outcome Type:

Change in Action Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2012	76

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

###### **Issue (Who cares and Why)**

Beyond the Drought was one of many program conducted by Extension to educate ranchers on proper management of forage resources in drought. It was conducted in eight East Texas counties and focused on providing information on drought recovery of East Texas pastures and hay meadows. Practical suggestions, research results, and the knowledge needed to effectively manage pastures and hay meadows following a drought were provided. The program included discussions on the importance of soil fertility, the need for conservative stocking rates, and the need for time to allow pastures/meadows to rebuild their root systems after beneficial rainfall before restocking.

###### **What has been done**

Producers have taken the knowledge gained from this program back to their individual operations. To recover from a drought of the magnitude and intensity of that experienced in 2011, it requires rainfall, a period of rest for pasture recovery and an assessment of the forage base before

restocking. The area impacted was in drought again for much of 2012, but producers have used knowledge gained to stop ill advised restocking before pastures recovered.

**Results**

Extension programming on the drought provided decision support for destocking and restocking pastures. It is estimated that Texas ranchers sold or moved out of state about 22% of the cow herd over a period of two years. Removing cattle helped preserve the forage base and reduce damage to natural resources. The results of education on management after the drought will not provide immediate results, as much of the state is still in drought and the impact of these practices will not be measured until after the drought.

Results include:

- \* Attendees increased knowledge on drought recovery by 92%.
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- \* Participants anticipated a total economic benefit of \$9.30 per acre due to knowledge gained from this program.
- \* This program was given at 6 locations throughout East Texas (including a total of 8 counties)

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
132	Weather and Climate

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

**External factors which affected outcomes**

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Other (changing programming areas)

**Brief Explanation**

The factors listed above could have either positive or negative effects on the educational programs and research activities. The issue of climate change requires an inter-disciplinary response to development of practices and sharing of information. External factors affecting individual disciplinary fields can impact the ability to develop and deliver information on weather and climate change.

Our regional climatic dynamics can have an extremely adverse effect on our applied systems research. Economic, appropriations, and policy changes will determine our ability to address focus areas. Government regulations will direct our focus as landowners and end-users seek our knowledge to address plant and environmental systems needs.

**V(I). Planned Program (Evaluation Studies)**

**Evaluation Results**

Participants in selected programming activities will be administered a Retrospective-Post Test immediately after an educational activity. The issue-based questions will record the knowledge/awareness of the participants before and after the activity. Case studies will be implemented to evaluate the effectiveness of specific educational programs at reaching their target audience.

Methods to address data collection will include sampling of research outcomes based on observation and portfolio reviews. Care will be given to maintain confidentiality within the project framework while allowing outcomes to be clearly recorded based upon level of importance to stakeholders.

### **Key Items of Evaluation**

No additional findings to report.



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

**Program # 20**

**1. Name of the Planned Program**

Sustainable Energy

Reporting on this Program

**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%	
111	Conservation and Efficient Use of Water	10%		10%	
205	Plant Management Systems	50%		50%	
402	Engineering Systems and Equipment	30%		30%	
	<b>Total</b>	100%		100%	

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

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

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	1.0	0.0	1.0	0.0
Actual Paid Professional	1.5	0.0	3.5	0.0
Actual Volunteer	0.0	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
6443	0	27407	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
6443	0	316625	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
55131	0	512734	0

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

## 1. Brief description of the Activity

### **AgriLife Extension**

Agricultural producers and the energy industry have a keen interest in the role that agriculture will play in contributing to renewable energy for America, and are looking to AgriLife Extension to help define which second generation crops will fit this market and how they will be produced. Texas is a major livestock feeding state and faces a feed grain deficit at current production levels, making second generation crops the only practical feed stocks for bioenergy. AgriLife Extension has responded by applied and demonstrations of candidate oilseed and lignocellulosic feedstock crops; holding workshops and field days for agricultural producers, by meeting with commercial interests from the energy sector to interpret potential for a variety of plant based bioenergy options. As crop-based bioenergy other than the traditional ethanol from feed grains is still in its infancy, actual adoption of second generation bioenergy is limited. Research involved the development of cropping system BMPs, testing and development of novel dedicated oilseeds and lignocellulosic bioenergy crops, advanced plant breeding systems, micro- and macro-algae, logistics and conversion technologies. Our focus is on second generation oilseeds and lignocellulosic feed stocks rather than on corn, soybeans, and other crops that can be used for food and feed. Drought and salinity tolerance, adaptation to marginal growing conditions and wide hybridization are emphasized in research in order to increase adaptation and sustainability of alternative energy systems. Organic residuals at livestock production systems offer a concentrated source of feedstock for the bioenergy production. Demonstration of identification, selection, harvesting and transportation of quality organic residuals for entering bioenergy production is critical to ensuring a sufficient energy resource.

### **AgriLife Research**

Research involves cropping systems, novel dedicated energy crops, advanced plant breeding systems, micro- and macro-algae, logistics and conversion technologies. Our focus is on lignocellulosic feedstock rather than on corn, soybeans, and other crops that can be used for food and feed. Drought tolerance and wide hybridization are emphasized in breeding research in order to increase adaptation and sustainability of alternative energy systems. Best management practices are needed to identify, collect, separate, transport and process these organic residuals. Development of best management practices will ensure to availability of quality organic residuals for entering bioenergy production.

## 2. Brief description of the target audience

The target audience includes traditional petroleum and natural gas energy companies, farmers, seed companies, start-up companies in bioenergy, electric generating companies, and the general public.

## 3. How was eXtension used?

eXtension was not used in this program

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

#### 1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	0	0	0	0

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

**Patent Applications Submitted**

Year: 2012  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2012	Extension	Research	Total
Actual	0	51	51

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

**Output Target**

**Output #1**

**Output Measure**

- # of educational programs conducted  
 Not reporting on this Output for this Annual Report

**Output #2**

**Output Measure**

- # of research related projects.

<b>Year</b>	<b>Actual</b>
2012	12

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

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

O. No.	OUTCOME NAME
1	# of people reporting knowledge gained through participation in educational activities.
2	# of people reporting a willingness to adopt practices through participation in educational programs.

### **Outcome #1**

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

# of people reporting knowledge gained through participation in educational activities.

Not Reporting on this Outcome Measure

### **Outcome #2**

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

# of people reporting a willingness to adopt practices through participation in educational programs.

Not Reporting on this Outcome Measure

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

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

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

#### **Brief Explanation**

The factors listed above could have either positive or negative effects on the educational programs and research activities. The issue availability of water for agricultural irrigation and of climate change requires an inter-disciplinary response to development of practices and sharing of information. External factors affecting individual disciplinary fields can impact the ability to develop and deliver information on weather and climate change.

### **V(I). Planned Program (Evaluation Studies)**

#### **Evaluation Results**

Participants in selected programming activities will be administered a Retrospective-Post Test immediately after an educational activity. The issue-based questions will record the knowledge/awareness of the participants before and after the activity. Case studies will be implemented to evaluate the effectiveness of specific educational programs at reaching their target audience.

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

No additional findings to report.