



Making a difference 2009

Texas 4-H and Youth Development Program

A report on successful programming impacts by Texas 4-H Faculty members

Improving Lives.

Improving Texas.

The Texas AgriLife Extension Service has served Texans for nearly a century. Established in 1915 under the Smith-Lever Act, the agency delivers university knowledge and agricultural research findings directly to residents. Since its founding, AgriLife Extension programs have addressed the emerging issues of the day, serving diverse rural and urban populations across the state.

Through a well-organized network of program specialists, professional educators, and about 98,000 trained volunteers, AgriLife Extension delivers practical, research-based knowledge to residents in all 254 counties. Extension provides not only answers, but also resources and services that help boost the state's economy. Programs are custom-designed for each region of the state, with residents' input and help with program delivery. The agency's expertise and educational outreach focus on the food and fiber industry, natural resources, family and consumer sciences, nutrition and health, and community economic development. Among those served are the hundreds of thousands of young people who benefit from Extension's 4-H and youth development programs.

The 4-H program is a voluntary, non-formal, educational program offered to all youth regardless of race, color, national origin, residence, or handicap. The Texas 4-H and Youth Development Program is conducted by the Texas AgriLife Extension Service, part of the Texas A&M System. County and district 4-H programs are directed by Extension staff who also train and support to volunteers who work with 4-H members.

In 4-H, participants learn about such topics as citizenship, leadership, foods and nutrition, healthy lifestyles, veterinary science, mechanics and technology, horticulture, and agriculture, in programs that are taught by doing. Each member selects a project that becomes his or her 4-H cornerstone. The skills and knowledge learned in 4-H project work help members become more responsible individuals and citizens.



January 2010

The 2009-year was indeed an exciting time for the Texas 4-H and Youth Development Program. One of the program priorities for 2009 was to develop Specialist led outcome programs for the 4-H youth of Texas. This is critically important to the program as we build strong alliances with other departments, units, and youth development professionals to ensure we are meeting the needs of Texas youth through high, quality, relevant programs.

This report is a snapshot of some of the excellent work being conducted by the Texas 4-H and Youth Development Specialists. Their commitment to youth is simply remarkable and as you will see, the results reveal the impact they are having on the youth they serve.

Some of the program highlights include:

- A day of community service that is built on youth giving back to their communities (*one day 4-H*);
- A renewed commitment to youth healthy living through programs like Food Challenge, Outdoor Education, Sports Nutrition, Junior Master Gardener, and 4-H FCS 101;
- A new direction on leadership through the implementation of a specific program on leadership called Leaders 4 Life. In addition, more specific leadership training through existing programs and activities like 4-H Council, Spectra, and District Leadership Labs;
- Building on traditionally strong programs like youth livestock projects through youth livestock trainings (Holiday Classic, North Region Livestock Clinics) and the Livestock Mentor Program;
- Integrating science into all projects we have and establishing a new program entitled “Discover Science Method” as a direct means to teach the science method;
- Combating school and virtual youth bullying through a new and empowering program called “Take a Stand;” and
- Establishing a partnership with TAMU’s Recreation, Parks, & Tourism Sciences, and Agricultural Leadership, Education, & Communications to initiate the Youth Development Initiative (YDI) to ensure youth development professionals in Texas have the research based resources and tools they need to be successful youth practitioners.

These outcomes and program impacts would not be possible without the successful partnerships established across the Texas A&M System. Some of these partnerships include, but are not limited to: AgriLife Communications, TAMU Departments of Animal Science, Nutrition, Recreation, Parks, & Tourism Sciences, Wildlife, Agricultural Leadership, Education, & Communications, the Texas Agricultural Lifetime Leadership Program, the Family Development & Resource Management Unit, and the Texas 4-H Foundation.

Thanks for the continued support to the Texas 4-H and Youth Development Program and helping to make the best best better.

Sincerely,
Texas 4-H and Youth Development Program Faculty & Staff

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Summary of Statewide Educational Contacts

The Texas 4-H and Youth Development Program has been providing educational opportunities and experience to youth from the ages of five to eighteen for more than 102 years. From the very beginning to today, the premise of 4-H has remained the same, teaching life skills to young people to prepare them to be engaged, active citizens in their community. Today, more than half a million youth are involved in Texas 4-H annually. These youth are developing skills in the areas of science, engineering, and technology, they are learning about healthy lifestyles, they are becoming more engaged as citizens, and they continue to give back to those in their communities.

Texas AgriLife Extension Service and the Texas A&M System conducts the 4-H program. 4-H is one of the largest youth organizations in Texas with 25,400 youth and adult volunteers and more than 593,128 participants. To learn more about the 4-H program in Texas, or how to get involved, visit texas4-h.org.

How Texas youth participate in 4-H*

Agriculture in the Classroom	28,753
Animals	239,017
Civic Engagement	15,236
Consumer & Family Science	71,729
Communication & Expressive Arts	15,062
Environmental Education	71,227
Foods & Nutrition	120,297
Health	13,366
Leadership & Personal Development	48,566
Plant Science	103,705
Technology & Engineering	48,342

* many youth participate in multiple project areas

Who Participate in 4-H

Community Clubs	53,063
In-School Clubs	1,478
Military Youth Clubs	2,973
After-School Clubs	27,348
Special Interest Program	148,233
School Enrichment Programs	360,033
Total	593,128

The Diversity of Texas 4-H*

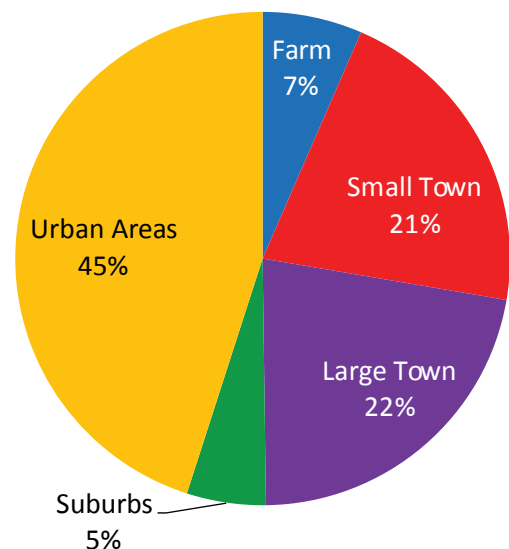
African American	77,278
American Indian/Alaskan Native	11,633
Asian	9,644
Caucasian	442,431
Hispanic/Latino	251,295
Native Hawaiian/Pacific Islander	1,368

* some members indicated multi-ethnicity backgrounds

Volunteer Participation in Texas 4-H

Adult Volunteers	25,644
Youth Volunteers	9,756
Total	35,400

Where do Texas 4-H'ers live?





One day 4-H

Contact: Dr. Toby Lepley, t-lepley@tamu.edu

In 4-H, a young person pledges their head to clearer thinking, their heart to greater loyalty, hands to larger service, and their health to a better living. On October 10, 2009, more than 9,500 4-H members, other youth, and adults joined together in changing our state for the better by living this pledge to the fullest.

one day 4-H, a new community service project, allowed Texas 4-H'ers to thank their communities, counties, and state for more than 100 years of support for 4-H and its members. Conducted by Texas 4-H for the first time, it was also the first time this type of program was presented anywhere in the United States by 4-H. **one day 4-H** partnered with 378 other organizations, introduced 484,153 people to 4-H, raised \$120,361 for other organizations, and received more than \$68,458 in in-kind donations for the success of the projects.



Each participating 4-H club selected a project based on local community needs. These projects varied from community to community and included working with such groups as Meals on Wheels, Master Gardeners, the Lions Club, and UNICEF. Other clubs planted gardens and helped clean historical and community sites.

To add special meaning to the event, AgriLife Communications commissioned former 4-H member and Texas music artist, Brisson Bursey, to write and perform a song highlighting the importance of making a difference in a day and serving those less fortunate.

The success of the day can be reflected in the reports filed from 4-H members and leaders:

People Involved

5,846 4-H members
2,420 Adults
1,193 Other Youth

Volunteer Hours

1,687 total volunteer hours contributed
\$1,799,800 value of volunteer time

one day 4-H reached 305,462 people through such efforts as....

- Collecting **17,635** pounds of food
- Making **3,656** care packets with a total value of **\$13,108.50** and distributing them to seniors and members of the military
- Cleaning **54.15** miles of Texas roads and beaches
- Collecting and/or recycling **5,247,087** pounds of trash
- Teaching **6,845** people through educational events.

So successful was the event that of the 264 one day 4-H projects at least 24 are now ongoing in their communities. And because of this one-day event, 204 new members joined Texas 4-H.

2009 State Level one day 4-H Donors

Blue Bell Creameries, Inc.
Brenham, Texas

Robert & Ruth Palmer
Tehuacana, Texas

Dr. Martha E. Couch
College Station, Texas

Meatra D. Harrison
Luling, Texas

Ed & Patricia Koliba
Alamo, Texas

Paul Kruse
Brenham, Texas

Preston & Dianne Sides
Reno, Nevada

Volunteers Leaders Association of Texas
Grapeland, Texas

Food Challenge

Contact: Courtney Dodd, cfdodd@ag.tamu.edu

RELEVANCE

The 4-H Food and Nutrition Project helps 4-H members learn to prepare nutritious and safe meals and snacks and adopt behaviors that can help reduce their risk for chronic disease. Major learning experiences are focused on nutrition, menu planning, food purchasing, food preparation, food safety, careers and cultural influences. The Food and Nutrition Project has historically been one of the most popular of all the projects offered by the Texas 4-H and Youth Development Program. In 2008-2009, more than 120,000 youth were enrolled in the Food and Nutrition Project – the second largest enrollment among all 4-H projects offered in the state.



RESPONSE

In order to provide youth enrolled in the Food and Nutrition Project with a new, highly-charged foods experience and another way to exhibit the knowledge and skills gained through project experiences, the 4-H Food Challenge was created by County Extension Agents. The 4-H Food Challenge has been piloted in counties and districts since 2006, with more than 1,000 youth involved in the pilot events. Early in 2009, the Texas 4-H and Youth Development Program announced that the 4-H Food Challenge would be an official contest during the 2009-2010 4-H year with the first state contest to be held at the 2010 Texas 4-H Roundup.

The Food Challenge is modeled after competitions such as the Food Network's Iron Chef. Teams create dishes using only a predetermined number and amount of ingredients. From these ingredients team members must develop a recipe and prepare the dish. Teams then make a presentation to a judging panel, explaining the preparation steps, serving size, nutritional value and cost of the dish.



RESULTS

As district 4-H programs offer the 4-H Food Challenge as a district contest, participants are given the opportunity to complete a retrospective post evaluation to reveal their perceptual knowledge gained and changes in behavior as a result of participating in the 4-H Food Challenge. Results are currently available from the 4-H Food Challenge conducted in Districts 3, 7, 8 and 11 with a total of 570 completing the evaluation instrument. More evaluation results will be available in early 2010. The results are summarized in the tables below.





Table 1. Participants' perceptual knowledge related to foods and nutrition.

Participants' understanding of:	Before the Program	After the Program	Change	% Change ¹
Food nutrients and their functions	2.27	3.22	0.95	41.85%
How to alter a recipe according to dietary needs	2.41	3.25	0.84	34.85%
The purpose of different cooking methods	2.57	3.39	0.82	31.91%
MyPyramid	2.69	3.51	0.82	30.48%
How to plan and prepare a recipe	2.85	3.61	0.76	26.66%
The importance of food safety	3.31	3.83	0.52	15.71%
Kitchen safety	3.37	3.79	0.42	12.46%

¹ Percent change is calculated by the following formula: $[(\text{After} - \text{Before}) / \text{Before}] \times 100$

Blue indicates % change greater than 40%, green is for 30-39%, and yellow is for 29% or lower.

Participants also indicated the following changes in behavior as a result of participating in the Food Challenge.

- **469 (82.3%)** have changed the way they handle and prepare food based on what they have learned.
- **458 (80.4%)** are more comfortable working in a team.
- **420 (73.7%)** have made healthier food choices based on what they have learned.
- **405 (71.1%)** are more comfortable with speaking with others.
- **383 (67.2%)** have planned a recipe at home based on what they have learned.
- **257 (45.1%)** have altered a recipe according to dietary needs based on what they have learned.

Participants also revealed the following perceived changes in behavior as a result of participating in the Food Challenge.

- **425 (74.6%)** are more willing to listen to others.
- **408 (71.6%)** are going to do a better job of following through on obligations.
- **370 (64.9%)** will be more comfortable with serving in a leadership role (be a leader).

Global Education and Cultural Awareness

Contact: Jodi McManus, jhmcmamus@ag.tamu.edu

Fostering New Global Friendships in 4-H and Youth Development

RELEVANCE:

In our highly mobile society, it is important that we seek and develop global partners in our ever expanding effort to educate and teach our youth. Positive youth development is essential for all communities and cultures around the globe to provide opportunities for young people to gain a better understanding of one's self, their role in society, and skills needed to survive and thrive. This positive impact on young people will help generate more productive citizens, potentially have exponential effects on local communities, industry, government, the environment, and global economies.

RESPONSE:

Several members of the Texas 4-H & Youth Development faculty and three Brazos County 4-H members spent time in early October to provide training to 13 Extension and University personnel from Iraq.



Learning about the rabbit project from three 4-H members

These Iraqi participants are currently going through training as part of the Iraq Agricultural Extension Revitalization Project (IAER) being conducted by the Borlaug Institute with funding from USDA.



The Iraq Extension staff participated in sessions and hands-on training related to the organization and structure of establishing 4-H clubs, healthy lifestyle projects, sheep and goat projects, public speaking, poultry and rabbit projects, gardening and horticulture, and the Junior Master Gardener Program. Additionally, the group visited the Brazos County Pizza Ranch agriculture awareness event.

The training on 4-H & Youth Development was three days of their six week stay in Texas learning about agriculture and the Texas AgriLife Extension Service. At the conclusion of their stay, the Iraq Extension staff developed work plans to implement upon their return home to their native country.

RESULTS:

At the conclusion of the three day training, participants were administered a retrospective post test on their level of understanding of some basic 4-H and youth development concepts.

Training Topics	(1 Poor, 4 Excellent) Average Before	(1 Poor, 4 Excellent) Average After	Change in Understanding
Overview of what 4-H is	1.46	3.58	2.12
How to establish a 4-H program in your area	1.31	2.85	1.54
Teaching techniques with youth	2.38	3.46	1.08
How to establish a 4-H club	1.50	2.83	1.33
How to conduct an effective club meeting	1.54	3.08	1.54
Items to consider when selecting a project to implement	2.00	3.38	1.38
Strategies to recognize youth	1.85	3.15	1.31

13 participants surveyed



Additionally, the 13 participants were asked to rate several project areas on the likelihood of adoption upon their return to Iraq.

Project	Attempt to adoption in Iraq (average)
Healthy Lifestyles	4.17
Poultry	4.15
Leadership	4.08
Public Speaking	4.00
Horticulture (Junior Master Gardener)	3.69
Livestock Projects (Goats)	3.08
Rabbits	2.08

1=definitely will not; 3=undecided; 5= definitely will

FUTURE IMPLICATIONS:

The Texas 4-H & Youth Development Program has already been contacted by the National 4-H Program about fostering another partnership in the middle-east north-Africa (MENA) region. There is a strong interest from other countries to learn more about 4-H and youth development programming. We look forward to future collaborations with Extension and 4-H Programs in other countries as we cultivate relationships with global partners.



Iraqi participants with Dr. Toby Lepley after being named "Texas 4-H Members" for the day!



Sampling a snack made while learning about the Healthy Lifestyles project

outdoor challenge

Contact: Derrick Bruton, dbruton@ag.tamu.edu

RELEVANCE

As never before, today's youth face an ever-increasing disassociation with natural areas, its resources, and the boundless potential activities associated within natural areas. This is as a result of many factors including urbanization, educational priorities, family structure, culture, priorities, values, and beliefs. This trend is detrimental not only to the individual's knowledge and awareness of the resource, but also (and likely more important) a detriment to the resource itself. This disassociation with natural areas can lead to lost learning opportunities, potential lack of involvement, and/or loss of natural resources.

RESPONSE

In the spring of 2009, a committee made up of AgriLife County Extension Agents and Specialists developed the Texas 4-H Outdoor Challenge to help address the afore mentioned situation by providing an experiential, educational contest targeting 4-H members across the state. This two day, team-based contest was held in June of 2009 at the Texas 4-H Conference Center in Brownwood. The Outdoor Challenge consisted of ten different outdoor events which included: rifle, shotgun, archery, fishing, camping skills, orienteering, canoeing, swimming, wildlife identification, and safety.



RESULTS

A retrospective evaluation instrument was administered to determine knowledge and behavior (intent) change of youth participating in the program. In addition, four questions were asked in an attempt to determine program satisfaction. Twenty-one youth (100% response rate) responded to a retrospective pre/post evaluation administered at the conclusion of the event.

For each of the questions listed below, participants were instructed to rate their knowledge/abilities on a scale from 1 to 4 that best reflected their knowledge/abilities before and after attending the Outdoor Challenge. (1=None, 2=A Little, 3=Quite a Bit, 4=Completely)

Data Results - Knowledge

Knowledge Questions	Mean Value Before	Mean Value After	Percent Change ¹
My knowledge of using a compass	2.27	3.14	38.0%
My knowledge of using a bow and arrow	2.75	3.37	22.5%
My knowledge of wildlife and natural resources	2.41	2.91	20.8%
My knowledge of canoeing successfully with a buddy	2.82	3.39	20.2%
My knowledge of using a shotgun	3.00	3.41	13.6%
My knowledge of camping skills	3.05	3.50	14.9%

¹Percent change was determined by the following formula: (Mean Value After – Mean Value Before) / Mean Value Before * 100. Blue indicates percent change of 30% or more, green indicates percent change of 20-30%, and yellow indicates percent change of 10-20%.





Ability Questions	Mean Value Before	Mean Value After	Percent Change ¹
My ability to use a compass	2.23	3.19	43.2%
My ability to use a bow and arrow successfully	2.74	3.33	21.8%
My ability to identify wildlife and natural resources	2.36	2.86	21.2%
My ability to put camping skills into practice	2.81	3.38	20.3%
My ability to use a shotgun successfully	2.70	3.19	19.6%
My ability to canoe successfully with a buddy	2.86	3.39	18.3%
My ability to identify outdoor safety hazards	2.95	3.48	17.7%

¹Percent change was determined by the following formula: (Mean Value After – Mean Value Before) / Mean Value Before * 100. Blue indicates percent change of 30% or more, green indicates percent change of 20-30%, and yellow indicates percent change of 10-20%.

Intent to Continue Activity

- **20 of 21 (95%)** indicated they probably will or definitely will continue rifle
- **19 of 21 (90%)** indicated they probably will or definitely will continue archery
- **19 of 21 (90%)** indicated they probably will or definitely will continue canoeing
- **19 of 21 (90%)** indicated they probably will or definitely will continue camping
- **18 of 21 (86%)** indicated they probably will or definitely will continue shotgun
- **18 of 21 (86%)** indicated they probably will or definitely will continue fishing
- **8 of 21 (29%)** indicated they probably will or definitely will continue orienteering

Event Satisfaction

- **21 of 21 (100%)** indicated that Brownwood was a good location
- **20 of 21 (95%)** indicated they thought the event was educational
- **20 of 21 (95%)** indicated they can use the information when they get home
- **20 of 21 (95%)** indicated the event was fun

Acknowledgements

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Garry Branham, County Extension Agent - 4-H

Richard Parrish, County Extension Agent - 4-H

Laura Petty, County Extension Agent - 4-H

Collaborators

Texas 4-H Conference Center, Brownwood – facilities, lodging, and meals





4-H FCS 101

Contact: Courtney Dodd, cfdodd@ag.tamu.edu

RELEVANCE

The Texas 4-H and Youth Development Program places great value on the 4-H Family and Consumer Science (FCS) Projects. Through project involvement, youth are exposed to the academic discipline of Family and Consumer Science, gaining valuable life skills and knowledge that can be applied to daily living. Youth also acquire leadership skills through 4-H FCS Project involvement that helps them develop into future leaders.

Each individual assumes their role as a County Extension Agent with a different knowledge and skill set of the 4-H program and project areas. Therefore, it is important for County Extension Agents to receive training and have access to resources that will foster success in managing the 4-H FCS Program.

RESPONSE

The 4-H FCS 101 Committee was formed to develop resources and a training plan for County Extension Agents related to managing 4-H FCS projects. Courtney Dodd and Angela McCorkle serve as co-chairs of the committee comprised of County Extension Agents, Extension Specialists and Regional Program Directors, with representation from all four regions of the state. The committee established the following objectives:

1. Create a systematic plan for orienting new CEAs-FCS and 4-H related to their important role in providing leadership and oversight to the county 4-H Family and Consumer Science Program.
2. Develop a training curriculum and resources to provide CEAs-FCS and 4-H with a basic understanding of their roles and responsibilities related to managing county 4-H Family and Consumer Science Programs.
3. Enhance new agents' recognition and understanding of the importance of volunteers in the 4-H program and their relationship with these volunteers.
4. Provide new agents with reference materials to assist them in understanding rules and guidelines, critical deadlines and dates related to all aspects of 4-H Family and Consumer Science Projects.



RESULTS

The committee developed a publication, "Managing 4-H Family and Consumer Science Projects: A Guide for County Extension Agents" (publication D-1464). This resource has been posted on the Texas 4-H Website and was distributed to County Extension Agents statewide.



The first 4-H FCS 101 Training was offered to County Extension Agents on October 19 and 20 as a pre-conference to Extension Foundations.

Eleven new Extension employees (10 County Extension Agents and one Specialist) participated in the 4-H FCS 101 training. Topics covered in the training are highlighted below in the evaluation table. Participants completed a retrospective post evaluation to reveal their perceptual knowledge gained. Results are summarized in the tables below.

**Table 1.** Participants' perceptual knowledge of 4-H FCS Program Management.

Participants' understanding of:	Before the Program	After the Program	Change	% Change ¹
The 4-H FCS Contest Resources	1.73	3.45	1.72	99.42%
The purpose of 4-H FCS 101	2	3.64	1.64	82%
The functions of a task force	1.82	3.18	1.36	74.72%
The adjunct faculty process	2.09	3.27	1.18	56.45%
The importance of project planning	2.36	3.64	1.28	54.23%
The project goal setting process	2.36	3.64	1.28	54.23%
Eligibility requirements for youth	2.27	3.45	1.18	51.98%
4-H volunteer roles	2.27	3.18	.91	40.08%
The importance and methods of recognizing volunteers	2.64	3.45	0.81	30.68%
The categories of websites	2.73	3.54	0.81	29.67%
The importance and various methods of evaluation	2.72	3.45	0.73	26.83%
Helping volunteers become educators	2.18	2.73	0.55	25.22%
The importance and methods of effective communication	3	3.64	0.64	21.33%

¹Blue indicates change of 70% or greater, green is for 40-69%, and yellow is for 39 or lower.

Table 2. Participants' perceptual knowledge of 4-H FCS Projects.

Knowledge of Projects	Before the Program	After the Program	Change	% Change ²
Safety Project	1.27	3.45	2.18	171.65%
Family Life Project	1.27	3.45	2.18	171.65%
Housing & Home Environment Project	1.36	3.45	2.09	153.67%
Health Project	1.36	3.45	2.09	153.67%
Consumer Education Project	1.36	3.36	2	147.05%
Clothing & Textiles Project	1.82	3.64	1.82	100.00%
Food & Nutrition Project	2.55	3.63	1.08	42.35%

²Blue indicates change of 150% or greater; green is for 100-149%, and yellow is for 99% or lower.

Participants also indicated anticipated behavior changes as a result of participating in the 4-H FCS 101 Training.

1. **11 of 11 (100%)** of the participants plan to use the 4-H FCS 101 Resource Guide when managing 4-H FCS Projects in their county.
2. **11 of 11 (100%)** of the participants plan to share the project goal setting worksheet with their 4-H project leaders.
3. **11 of 11 (100%)** of the participants plan to develop a project timeline and/or calendar for all 4-H FCS Projects.
4. **11 of 11 (100%)** of the participants plan to use the contest resources provided in the 4-H FCS 101 Resource Guide.
5. **11 of 11 (100%)** of the participants plan to share the 4-H FCS Project Information with my 4-H members and volunteers.
6. **10 of 11 (90%)** of the participants plan to use the tools provided in the FCS 101 Resource Guide when working with my task force(s).

Take a Stand

Contact: Cheryl Newberry, cnewberr@ag.tamu.edu

RELEVANCE

Bullying is an issue that has been prevalent for years but an increase of bullying activity has occurred in recent years. Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Examples of bullying include physical violence, spreading rumors, keeping people out of a particular group, teasing, ganging up on someone, cyberbullying such as texting, posting mean information or pictures on a social networking site, blog or personal web page.

According to the Journal of the American Medical Association (April 25, 2001), nearly 1/3 of students surveyed reported that they experience bullying, either as a target or as a perpetrator. More than 16% said that they had been bullied at least occasionally during the current school year. The frequency of bullying was higher among 6th- through 8th grade students than among 9th and 10th grade students. Eight percent reported bullying or being bullied at least once a week. Children who reported they were bullied, reported more loneliness and difficulty making friends. Those who did the bullying were more likely to have low grades, smoke, and drink alcohol.

The Texas legislature feels that conflict management and bullying are important for schools to address, and have passed mandates through House Bills 283 and 121 and Senate Bill 136. House Bill 283 requires a school district's discipline management program to include prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in school, on school grounds, and in school vehicles. This legislation is the foundation of the Take A Stand curriculum for all grade levels. House Bill 121 addresses the need for education related to dating violence. This topic is included in the 9th-12th grade curriculum. Senate Bill 136 addresses education related to social networking and internet safety. This topic is addressed in the 6th – 8th grade curriculum and also touched on in the 9th -12th grade curriculum.

RESPONSE

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

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

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

RESULTS

A post survey was administered to gather information from the youth participants. Respondents were as follows:

1. 3-5 grade respondents -- **1,249** participants; 26 counties representing 11 districts
2. 6-8 grade respondents – **872** participants; 16 counties representing 11 districts
3. 9-12 grade respondents – **291** participants; 7 counties and 1 statewide event representing 12 districts

Behavior Changes

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

1. 739 of 1249 (43.4%) *"always" or "often" can recognize signs of anger in themselves and others and know how to control it.*



2. 784 of 1249 (63.4%) "always" or "often" can accept and understand consequences of violence.
3. 584 of 1249 (47.8%) "always" or "often" can explain their point of view to others.
4. 761 of 1249 (62.5%) "always" or "often" can listen to other points of view.
5. 607 of 1249 (49.7%) "always" or "often" can compromise to solve conflict.
6. 933 of 1249 (76.2%) "always" or "often" respect others.
7. 748 of 1249 (61.4%) "always" or "often" practice good manners.
8. 889 of 1249 (73%) "always" or "often" are a good team member when working with a group.
9. 748 of 1249 (61.7%) "always" or "often" can work with others to make decisions.
10. 738 of 1249 (60.6%) "always" or "often" can identify ways people are alike and different.
11. 914 of 1249 (75.1%) "always" or "often" respect customs and traditions of others.
12. 842 of 1249 (75.5%) were "completely" or "mostly" satisfied with the program.
13. 956 of 1249 (78.7%) "completely" or "mostly" felt that the activities were enjoyable.
14. 891 of 1249 (73.5%) "completely" or "mostly" felt that the information was easy to understand.
15. 852 of 1249 (70.6%) were "completely" or "mostly" satisfied with the range of topics covered.
16. 952 of 1249 (79%) were "completely" or "mostly" satisfied with the instructor's response to questions.

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

1. 555 of 892 (64.3%) "always" or "often" can identify the characteristics of a bully.
2. 574 of 872 (66.1%) "always" or "often" avoids becoming a bully.
3. 395 of 872 (45.9%) "always" or "often" uses communication to work out problems.
4. 256 of 872 (30.1%) "always" or "often" uses peer mediation to avoid conflict.
5. 437 of 872 (51.1%) "always" or "often" can identify a cyberbully.
6. 589 of 872 (68.4%) "always" or "often" avoids using cyberbullying to deal with conflict.
7. 472 of 872 (55.3%) "always" or "often" can identify roles of team members.
8. 402 of 872 (47.1%) "always" or "often" uses teamwork to solve problems.
9. 554 of 872 (64.6%) "always" or "often" appreciates people for their differences.
10. 517 of 872 (59.9%) "always" or "often" will get to know someone before judging them.
11. 611 of 872 (76.4%) were "completely" or "mostly" satisfied with the program.
12. 671 of 872 (78%) "completely" or "mostly" felt that the activities were enjoyable.
13. 655 of 872 (76.5%) "completely" or "mostly" felt that the information was easy to understand.
14. 616 of 872 (71.9%) were "completely" or "mostly" satisfied with the range of topics covered.
15. 689 of 872 (80.3%) were "completely" or "mostly" satisfied with the instructor's response to questions.

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

1. 215 of 291 (74.4%) "always" or "often" can identify the characteristics of bullies.
2. 105 of 291 (36.8%) "always" or "often" works to make their school a safe zone.
3. 124 of 291 (43.8%) "always" or "often" can identify the steps in peer mediation.
4. 105 of 291 (36.7%) "always" or "often" uses peer mediation to help others solve conflict.
5. 192 of 291 (67.1%) "always" or "often" can describe conflict in their own terms.
6. 199 of 291 (69.3%) "always" or "often" can see how physical presence can contribute to conflict.
7. 159 of 291 (55.8%) "always" or "often" will change their vocabulary to be more open to communication.
8. 211 of 291 (73.8%) "always" or "often" uses good manners and practices proper etiquette to make positive impressions on others.
9. 241 of 291 (84.3%) "always" or "often" respects themselves and others in social situations.
10. 204 of 291 (71.1%) "always" or "often" can use different communication methods for the appropriate situation.
11. 203 of 291 (71.2%) "always" or "often" can identify the characteristics of dating violence.
12. 198 of 291 (69%) "always" or "often" can identify strategies to create a safe dating environment.
13. 235 of 291 (81.9%) "always" or "often" can work effectively with others on teams.
14. 154 of 291 (54%) "always" or "often" can identify the 4 C's of teamwork and implement them in team situations.
15. 220 of 291 (78.3%) "always" or "often" listens to team members to help solve problems.
16. 211 of 291 (73.8%) "always" or "often" can recognize the diversity of other people.

17. 249 of 291 (87.1%) "always" or "often" values their own cultural identity.
18. 241 of 291 (84.3%) "always" or "often" values the diversity of all human beings.
19. 246 of 291 (86.9%) were "completely" or "mostly" satisfied with the program.
20. 241 of 291 (84.3%) "completely" or "mostly" felt that the activities were enjoyable.
21. 248 of 291 (86.7%) "completely" or "mostly" felt that the information was easy to understand.
22. 241 of 291 (84.9%) were "completely" or "mostly" satisfied with the range of topics covered.
23. 256 of 291 (90.5%) were "completely" or "mostly" satisfied with the instructor's responses to questions.

Below are a few quotes and comments from the feedback forms completed by agents, teachers and other volunteer instructors:

- *"I think it [Take A Stand] has great potential and it's definitely what the schools are looking for."*
- *"The lessons were extremely well done! Any time you combine role play and acting with at risk populations, you are successful in presenting the concept!"*
- *"There was too much to cover. Consider breaking lessons into two parts."*
- *In reference to the manners lesson for 3-5 graders, "I feel that when the kids walked away with their 'respecticles' they had a new perspective about how other people could react to them when they use manners."*
- *The students began to understand that "you can bully someone without doing so in person."*
- *"Students were open with comments concerning times they had bullied someone and times they had been bullied. Communication relationship is essential."*
- *Teamwork is a difficult task to achieve, but it is absolutely necessary for solving many difficult problems or tasks."*
- *In reference to the Crossing the Line activity in the 9-12 grade curriculum (lesson 5), one instructor noted: "They learned about each other and that there may be someone else going through some of the same situations they are dealing with."*

FUTURE IMPLICATIONS

The final curriculum will be released by November 2009. Currently, Regional Program Directors are working with the project coordinators to schedule agent training and teacher in-service trainings at Educational Region Service Centers for the Fall 2009/Spring 2010. A Teacher In-Service Training Kit is being developed which will include the powerpoint presentation, agenda, handouts and activities for a 3 hour training. This resource is also being adapted and used for agent training and national workshops.

A model plan is in place for counties to adopt for the 2010 program year. Counties are being encouraged by Regional Program Directors to incorporate this curriculum enrichment program into their plans. Each county will be receiving a complimentary copy of the curriculum and the publication will also be a for sale item in the AgriLife Bookstore.

Another goal of the project coordinators is to contact the Texas Education Agency and set up a meeting to inform them of this curriculum resource and explore ways to increase the implementation of the program. Given the legislative mandates that schools must incorporate related to this subject, there is strong argument for the adoption of this curriculum to be implemented statewide.

A workshop will be taught at the National Association of Extension 4-H Agents Conference in Rochester, NY in October 2009. The coordinators also plan to submit a workshop proposal for the 2010 CYFAR Conference. There has been interest from other states already and these are two avenues that can be used to market the curriculum nationwide.



Livestock 101

Contact: Kevin Chilek, kchilek@ag.tamu.edu

RELEVANCE

Early career employees of Texas AgriLife Extension need a basic training in working with the Texas 4-H Livestock projects. Today's new agents often come to the program with little or no experience in this area. This plan will take them through a series of training opportunities to raise their level of proficiency with youth livestock projects and help them avoid common early career mistakes.

RESPONSE

An initial educational event was hosted in the fall and the spring to ensure that all new employees would have the opportunity to participate within their first 6 months of employment. This initial event was titled Livestock 101 and was involved hands on as well as lecture style presentations aimed at developing a base set of Livestock Show Animal Proficiency. Animal Science Specialist along with youth development specialists were used to deliver the highest level of expertise possible. Training topics included: Over view of all species validation techniques, evaluation of livestock, selection and purchasing of livestock, management of major show entries, support of youth livestock member families, Academic eligibility, Ethics and Policy, Calendar Management, and Effective Communication.

RESULTS

25 county Extension Agents participated in the training. Their response to the benefit of the topics taught is summarized below.

Educational Topic Presented	Not Beneficial	Somewhat Beneficial	Beneficial	Very Beneficial
Overview of Managing Livestock and Horse Programs		12%	52%	32%
Overview of Validation Programs		4%	44%	48%
Validation Techniques (Hands On)		12%	36%	48%
4-H Project Visits and Supervision		8%	60%	28%
Selecting and Purchasing 4-H Livestock Projects		24%	32%	40%
Evaluation of Live Animals		20%	36%	40%
Managing 4-H Livestock and Horse Show Entries		8%	44%	48%
Supporting 4-H Members/Families at Livestock Shows			52%	48%
Ethics and Policy		20%	36%	44%
Effective Communication		8%	44%	48%
Keeping up with the Calendar		4%	44%	52%
Overall Training			40%	56%

SpecTra

Contact: Dr. Darlene Locke, dlocke@ag.tamu.edu

RELEVANCE

It is important for young people to develop and gain leadership and life skills as youth to grow into successful, contributing members of society in adulthood. The 4-H & Youth Development program prides itself on teaching these leadership skills to youth involved in the program. Opportunities to develop these skills are available at numerous activities and events conducted at the county, district, and state levels. SpecTra was targeted towards 4-H members ages 14-18 years old, and designed specifically to provide an opportunity for project area enhancement, career exploration, professional skills development, and personal life skills development.

RESPONSE

Each July, the Texas 4-H Conference Center offers a 4 1/2-day, 4 night event to teenage 4-H members that allows participants to choose an emphasis area. 2009 Project areas included: Floriculture, Culinary Arts, Outdoor Education, Agriculture & Natural Resources, and Creative Leadership. Evening Activities for all participants from the Texas Friendly Hospitality Curriculum pilot included: listening skills, professional dress, interview etiquette & body language, cultural awareness, and the ills of gossip. Other evening activities included: Financial Aid, professional introductions and speed meeting, college night, professional dining etiquette, a professional reception, and dances. The workshops and activities were primarily conducted by AgriLife Extension Professionals, with some sessions conducted by other professional guests.

RESULTS

A retrospective post survey was administered to gather information from the youth participants. **83 of 83 (100%)** participants responded to the survey.

Behavior Changes

Participants indicated the following results because of what they experienced and learned while at 2009 SpecTra:

- **75 of 82(91.46%)** respondents indicated they feel more confident in servicing in leadership roles.
- **75 of 83 (90.36%)** respondents indicated they feel more comfortable working in a team.
- **74 of 82(90.24%)** respondents indicated they feel more confident in interacting with others.
- **71 of 82(86.59%)** respondents indicated they feel more confident in their understanding of dining etiquette.
- **68 of 83(81.93%)** respondents indicated they feel more confident in speaking with others.
- **68 of 83(81.93%)** respondents indicated they feel more confident in making decisions.
- **67 of 83 (80.72%)** respondents indicated they feel more confident in their abilities as a leader.
- **63 of 82(76.83%)** respondents indicated they feel more confident in their understanding of other cultures.
- **54 of 82(65.85%)** respondents indicated they feel more confident in their understanding of financial aid.
- **50 of 83(60.24%)** respondents indicated they feel more comfortable public speaking.

Knowledge Gained

Participants were asked to rank their knowledge before and after SpecTra in five areas based on a four-point scale of 1=Poor, 2=Average, 3=Good, and 4=Excellent. The table below shows the mean scores before and after, as well as the percent change.

Questions	Before	After	Change	% Change ¹
My understanding of the purpose of SpecTra.	2.57	3.68	1.11	43.19%²
My understanding of the strengths it takes to be a better leader.	2.78	3.61	0.83	29.87%²
My understanding of what a teen leader is.	2.94	3.60	0.66	22.54%²
My knowledge of teamwork.	3.12	3.69	0.57	18.15%²
My knowledge of a good public speaker.	2.94	3.48	0.54	18.44%²

¹Percent Change is calculated by (mean after – mean before) / mean before *100. ²Blue indicates percent change of 20.88% and higher, Yellow indicates percent change of 17.36% - 20.87%, Green indicates percent change of 17.35% and lower.



Open Ended Responses.

- **77 of 83 (92.77%)** youth responded yes they would implement skills or ideas they learned at SpecTra.

Common responses included:

- **32** youth indicated they would use the teamwork and leadership skills they learned at home and want to share them with others.
- **9** youth indicated they would implement the activities, games, and mixers learned in their 4-H Club or other youth organizations.
- Other responses included public speaking (8), financial aid info (4), etiquette, and writing specific info from project areas.

Youth were asked to identify the most significant thing they learned at Leadership Lab that they will apply in the future.

- Team work (10 comments)
- Leadership (22 comments)
- Activities/games/icebreakers (9 comments)
- Public Speaking (8 comments)
- Get more involved (3 comments)
- Listening Skills (7 comment)

Demographics. The following section focuses on the makeup of the participants that attended SpecTra. The results are as follows:

Male/Female

- **52 of 83 (62.65%)** of participants were female.
- **31 of 83 (37.35%)** of participants were male.

Years Attending

- **45 of 83 (54.22%)** of participants attended SpecTra for the first time.
- **23 of 83 (27.71%)** of participants attended SpecTra for the second time.
- **10 of 83 (12.05%)** of participants attended SpecTra for the third time.
- **5 of 83 (6.02%)** of participants attended SpecTra for the fourth time.

Other comments about SpecTra included:

- "It was a great opportunity."
- "It was awesome!"
- "It was fun! It boosted my self confidence."
- "It was a great experience."
- "It was fun."
- "It really helped me for college and interviews."
- "It has been very educational and FUN."
- "It was great."
- "I'll definitely go again."

FUTURE IMPLICATIONS

The Texas 4-H Conference Center will continue to provide 4-H members an opportunity to learn and practice their leadership and life skills at SpecTra. Based on responses, youth feel that they are learning a tremendous amount about teamwork and leadership. Responses also indicate that Public Speaking should be an area of heavier focus in the future.

Junior Master Gardener Teacher Education

Contact: Lisa Whittlesey, lwhittle@ag.tamu.edu

RELEVANCE

The Junior Master Gardener program worked with the Texas Education Agency Regional Service Centers to conduct 6 hour training programs for teachers to implement the Junior Master Gardener program in schools. The programs provide extensive training in core science content areas to increase science competencies and knowledge for teachers teaching grades 3-6. The goal of the training was to empower teachers to feel more confident in teaching science, highlight Junior Master Gardener activities for use in the classroom and how activities relate to TEKS, increase teacher's knowledge related to Earth Kind gardens and local county resources through Texas AgriLife Extension and intent to adopt practices in the classroom to improve science education for youth. These training programs were held in Austin and Corpus Christi and were promoted through the Texas Education Agency science coalition, Regional Texas Education Service Centers, and through Texas AgriLife Extension county program offices.



RESPONSE

Twenty-nine teachers attended two training programs.

RESULTS

A retrospective post evaluation was administered to participants of the JMG teacher training to gain perceptual knowledge gained.

Table 1. Perceptual knowledge gained using a likert¹ scale from respondents at teacher trainings.

Topic	Before	After	Change	% Change ²
Knowledge of resources to assist with school garden programs	1.86	3.75	1.89	101.61% ³
Knowledge of how to use garden or landscape as outdoor classroom	2.13	3.75	1.62	76.05% ³
Confidence in building a garden bed	2.16	3.58	1.42	65.74% ³
Knowledge of Texas AgriLife Extension Service programs	2.22	3.62	1.40	63.06% ³
Soil preparation techniques to prepare beds for planting	2.37	3.65	1.28	54.00 % ³
Knowledge of plant botanical terms used for identification	2.51	3.52	1.06	42.23% ³
Knowledge of how to collect insects	2.36	3.62	1.26	36.44% ³
Importance of mulch in the garden	2.75	3.64	.89	32.26% ³
Knowledge of how to integrate science with other subjects such as math, language arts, and social studies	2.71	3.57	.86	31.73% ³
Knowledge of different types of plant root systems	2.66	3.41	.75	28.19% ³
Knowledge of plant part and plant needs	3.03	3.64	.61	20.13% ³
Knowledge of insect behaviors and habitats	2.85	3.04	.19	6.66% ³

¹Likert Scale equals 1 – poor, 2 – fair, 3 – good, 4 – excellent

²Percent change – (After – Before) / Before * 100

³Blue represents 100% and above, Green represents 51-99%, Yellow represents 50% and below.



Intentions to adopt. The following section focuses on intentions to adopt practices related to the JMG Teacher Training. The results are listed below.

- **24 of 26 (92%)** respondents stated they probably will or definitely will integrate garden science with language arts, math, social studies, and other subjects. **1** respondent has already adopted this practice.
- **26 of 28 (92%)** respondents stated they probably will or definitely will share what they learned with others. **1** respondent has already adopted this practice.
- **25 of 28 (89%)** respondents stated they probably will or definitely will utilize activities learned in workshop in their curricula for next year.
- **24 of 29 (82%)** respondents stated they probably will or definitely will attend a follow up training and professional development if offered. **1** respondent has already adopted this practice.
- **21 of 27 (77%)** respondents stated they probably will or definitely will use proper plant spacing and mulch.
- **21 of 27 (77%)** respondents stated they probably will or definitely will utilize County Extension office to assist them with their program. **1** respondent has already adopted this practice.
- **20 of 27 (74%)** respondents stated they probably will or definitely will utilize Master Gardener volunteers to assist them their program. **1** respondent has already adopted this practice.
- **19 of 26 (73%)** respondents stated they probably will or definitely will implement garden design plan and timeline created at the workshop.
- **21 of 29 (72%)** respondents stated they probably will or definitely will use JMG curricula. **4** respondents have already adopted this practice.
- **16 of 26 (61%)** respondents stated they probably will or definitely will build or re-design landscape at my school. **1** respondent has already adopted this practice.
- **16 of 28 (57%)** respondents stated they probably will or definitely will start a JMG program. **1** respondents have already adopted this practice.
- **14 of 28 (50%)** respondents stated they probably will or definitely will have students work toward JMG certification.
- **13 of 26 (50%)** respondents stated they probably will or definitely will build vegetable garden at their school. **1** respondents have already adopted this practice.
- **8 of 24 (33%)** respondents stated they probably will or definitely will use drip irrigation and/or rainwater harvesting in gardens at their school.



Looking ahead – Plans are to continue offering training programs through the regional service centers as it provides an excellent venue to connect teachers and local county Extension programs.



District 4-H Leadership Labs

Contact: District 4-H Specialists

RELEVANCE

It is important for young people to develop and gain leadership life skills as youth to grow into successful, contributing members of society in adulthood. The 4-H & Youth Development program prides itself on teaching these leadership skills to youth involved in the program. Youth are able to develop these skills at numerous activities and events conducted at the county, district, and state levels.

RESPONSE

Each summer in the months of June and July, all twelve districts in the 4-H & Youth Development Program offer a three-day, two night event called Leadership Lab to teach and develop the leadership and life skills of teenagers statewide. A variety of workshops and activities are offered to the participants. Some of the workshops offered include: team building, public speaking, service learning, parliamentary procedure, decision-making, problem solving, and many more. The majority of the workshops were planned and conducted by the District 4-H Council Officer Team with direct supervision of the agent and specialist advisors.

RESULTS

A retrospective post survey was administered to gather information from the youth participants in twelve districts. The following report is a representation of ten of those districts. **909** participants responded to the survey.

Behavior Changes

Participants indicated the following results because of what they experienced and learned while at 2009 District 4-H Leadership Labs:

- **106 of 122 (86.89%)** respondents indicated they feel more confident in their abilities to understand and replicate basic science experiments.
- **699 of 817 (81.88%)** respondents indicated they feel more confident in servicing in a leadership role in their county.
- **703 of 821 (85.63%)** respondents indicated they feel more confident working in a team.
- **683 of 822(83.09%)** respondents indicated they feel more confident in their abilities as a leader.
- **677 of 820(82.56%)** respondents indicated they feel more confident speaking with others.
- **674 of 821(82.10%)** respondents indicated they feel more confident in making decisions.
- **567 of 819(69.23%)** respondents indicated they feel more confident in public speaking.

Knowledge Gained

Participants were asked to rank their knowledge before and after Leadership Lab in five areas based on a four-point scale of 1=Poor, 2=Average, 3=Good, and 4=Excellent. The table below shows the mean scores before and after, as well as the percent change.

Questions	Before	After	Change	% Change ¹
My knowledge of how to present flag ceremonies and vespers ³	2.39	3.72	1.33	55.81% ²
My knowledge of parliamentary procedure in conducting District Council business meetings. ³	2.71	3.77	1.06	39.13% ²
My understanding of my strengths and things I need to work on to be a better leader.	2.89	3.60	.71	24.57% ²
My understanding of the roles and duties of all 4-H officers	2.83	3.50	.67	23.67% ²
My knowledge of science and how it pertains to me in everyday life. ³	3.05	3.57	.52	16.89% ²
My knowledge of what a teen leader is.	3.07	3.58	.51	16.61% ²
My knowledge of what makes a good public speaker	3.05	3.51	.46	15.08% ²
My knowledge of teamwork	3.29	3.72	.43	13.07% ²

¹Percent Change is calculated by (mean after – mean before) / mean before *100.

²Blue indicates percent change of 39.13% and higher, Yellow indicates percent change of 39.12% - 23.67%, Green indicates percent change of 23.66% and lower.

³Represent data from only one district event.



Open Ended Responses.

- **720 of 809 (89.00%)** youth responded yes they would implement activities or ideas they learned at Leadership.

Youth were asked to identify the most significant thing they learned at Leadership Lab that they will apply in the

- | | |
|-------------------------------------|---------------------------------------|
| ▪ Leadership (172 comments) | ▪ Community Service (10 comments) |
| ▪ Team work (143 comments) | ▪ Don't Drink & Drive (3 comments) |
| ▪ Public Speaking (80 comments) | ▪ Communication (4 comments) |
| ▪ Confidence (36 comment) | ▪ Run for office (1 comment) |
| ▪ Networking (21 comments) | ▪ Decision Making (1 comment) |
| ▪ Health Rocks (11 comments) | ▪ Parliamentary Procedure (1 comment) |
| ▪ Activities and Games (8 comments) | |

future.

826 of 894 (92.39%) participants indicated that they now have the ability to make better leadership decisions as result of attending District Leadership Lab.

Demographics. The following section focuses on the makeup of the participants that attended District Leadership Lab. The results are as follows:

Male/Female

- **464 of 896 (51.79%)** of participants were female.
- **432 of 896 (48.21%)** of participants were male.

Years Attending

- **1.94** is the average number of years respondents have attended Leadership Lab.

SUMMARY OF RESULTS

Results indicate that Leadership Labs held across the state were successful in teaching youth leadership skills. The greatest statewide perceptual knowledge gained was assisting youth in understanding their strengths and weaknesses and how to best utilize their strengths. In addition, the largest statewide behavior changes noted involved youth being more willing to take on leadership roles within their counties. Items that should be considered for improvement include: teaching public speaking and advanced forms of team building.

FUTURE IMPLICATIONS

As a result of the information collected from the districts, plans are already underway to ensure next year's Leadership Labs will be a success. From the results of each of the districts, many District Council Officer teams have already began planning workshops to reinforce leadership concepts. This shows true commitment to excellence and a willingness to "Make the Best Better."

North Region 4-H/FFA Quality Counts Clinic

Contact: Wendy Scott, wmscott@ag.tamu.edu

RELEVANCE

Texas has the highest participation totals in 4-H and FFA livestock projects in the country. In 2006, there were over 89,000 market and breeding entries for cattle, sheep, swine, and goats across the state and (Coufal, 2007). These figures have continually climbed over the last decade and into the new millennium. Quality Counts in Texas is a program for 4-H and FFA youth and adults across Texas that exhibit livestock projects. This includes such market and breeding projects as beef cattle, sheep, swine, and goats. The purpose of Quality Counts in Texas is to provide an opportunity for youth across Texas to learn personal character attributes and acceptable livestock management practices associated with these projects. This unique combination of subject matter should result in the exhibition of the highest quality livestock projects by youth with unsurpassed character and ethics. This will eventually lead to a safer, more wholesome nutritious product that is fed by responsible youth of Texas who are dedicated to providing the best meat products for consumers.

RESPONSE

The North Region Quality Counts Committee was formed in February to begin work on the "North Region 4-H/FFA Quality Counts Species Clinic." Based on recommendations from the committee the program was organized in the following manner:

- The target audience would be 4-H/FFA livestock exhibitors and adults in the North Region.
- Flyers were sent by e-mail to county offices in Districts 1, 2 and 3 and placed on each district's 4-H website.
- Donors would be secured so that the program could be offered free-of-charge.
- For the Quality Counts morning session, programs were planned separately for youth and adults.
- Afternoon specie sessions would be beef, swine, sheep and goat.

On December 12, 2009, the "North Region 4-H/FFA Quality Counts Species Clinic" was held in Plainview and was attended by seventh-five North Region 4-H and FFA exhibitors and their parents. Program objectives were:

- Explain the importance of stock show rules and guidelines; Identify the six pillars of character and apply them to livestock projects; Explain why quality assurance is important in livestock production; Describe facilities and equipment, selection, nutrition, health, management and feeding, fitting and showmanship for various species; Identify and describe 4-H livestock project opportunities; and Identify resources that help support livestock projects.

RESULTS

Youth attended a morning session that focused on Quality Counts. Five sessions were offered that brought "Texas Trails" to life for the fifty youth that attended. They were offered a pre-test and post-test. **Pre-test scores averaged 72%.**

Post-test scores averaged 90%.

For each of the questions below, adults were instructed to rate their knowledge on a scale from **1 to 5** to best reflect their knowledge before and after attending the program.

Question: Rate Your Knowledge of:	Pre Ave. Rating	Post Ave. Rating	Change in Knowledge
The 8 core concepts of Quality Counts	2.2	4.3	+2.1
The "Texas Trails" website	1.2	4.2	+3.0
Utilizing the internet to access livestock resources	2.2	4.4	+2.2
Parts of a 4-H project	3.1	4.5	+1.4
Available resources available through your County Extension Office	2.7	4.4	+1.7
The many skills youth gain by exhibiting livestock	3.3	4.4	+1.1
The importance of goal setting	3.5	4.6	+1.1
The proper usage of drugs	3.3	4.3	+1.0
Life in the livestock realm after youth exit 4-H/FFA	3.0	4.4	+1.4
All Questions Combined	2.7	4.4	+1.7


Afternoon Sessions: Beef, Lamb, Goat and Swine Session Combined Results (75 evaluations)

Question: Rate Your Knowledge of:	Pre Ave. Rating	Post Ave. Rating	Change in Knowledge
Health (parasite, ringwork, shots, etc)	2.7	4.2	+1.5
Nutrition (feed, water, minerals and additives)	3.0	4.2	+1.2
Management and Feeding	3.0	4.1	+1.1
Selection (structural correctness, muscle, balance)	2.6	4.1	+1.5
Show Preparation	3.1	4.4	+1.3
Showmanship	3.5	4.4	+0.9
All Questions Combined	3.0	4.2	+1.2

Average years of experience of exhibitors attending the training: **2.5 years**

Number of projects represented by attendees: **33 cattle, 62 lambs, 47 goats, 104 swine**

Percentage of attendees that will adopt new practices on what was learned: **92% yes; 8% no**

(the 8% do not have animals on feed; they were using the day to learn what species they would like to show)

Comments. A few open ended comments included:

- "Please have again."
- "We will have goals and they will be posted in the barn."
- "Offer more clinics."
- "Work hard, feed right and do what I have learned."
- "Great program. Glad we came."

Acknowledgements. Many persons were involved in the success of the North Region 4-H/FFA Quality Counts Species Clinic. Texas Agrilife Extension Service employees involved were: Galen Chandler, Tyler Hawthorne, Jeff Wyatt, Chris Bishop, Amber Parkinson, J.W. Wagner, Donald Kelm, Cindy Stephens, Andy Hart, Cody Hill, Todd Beyers, Juli Wyatt, Wendy Scott, Robert Scott and Chase McPhaul. Other persons providing their expertise were: Kayla Rathmann, Mike Johnson, Mark Standlee and Kent Lewis. Monetary and in-kind donations were secured from the District 2 4-H Leadership Committee, Lawrence Limousin Cattle Company and the Ollie Liner Center.

Future Program Actions. The North Region 4-H/FFA Quality Counts Species Clinic will be offered again in December 2010. Through the evaluations, it was evident that attendees want more information before the 2010 training. The committee will develop a user-friendly Quality Counts newsletter that will be e-mailed every other month to attendees and posted to the district 4-H websites. A session will be offered next year for youth and adults to develop livestock project goals as a family. Adults commented they would like more information on stock show rules and drug withdrawals. A lamb and goat jackpot was offered the following day. There was a small number of exhibitors, which allowed the judges time to speak individually with each child. The overall consensus of the group attending was to offer a practice show immediately following the species clinic while information was "fresh on their minds."



Summer Internships - Texas 4-H Conference Center

Contact: Dr. Darlene Locke, dlocke@ag.tamu.edu

RELEVANCE

The 4-H Conference Center annually employs 18-24 interns to facilitate the summer camp program. These young professionals are critical to the program's success; therefore it is imperative that they receive training prior to their actual assignment and coaching throughout their assignment. Camp staff leadership development is both an internal and an external process leading to: (1) the ability to guide or direct others on a course of action, influence their opinion and behavior, and show the way by going in advance; and (2) the ability to analyze ones own strengths and weaknesses, set personal and vocational goals, and have the self-esteem to carry them out.

RESPONSE

Twenty-one interns representing eleven colleges or universities began their employment with the 4-H Conference Center in May, 2009. Individuals were required to participate in a two-week training before engaging in their actual assignment. Individual assignments as either a Program Assistant or Counselor were for seven to twelve weeks and based on individual skill sets demonstrated by the applicant.



The two-week training covered topics such as Ages and stages of Youth Development, Effective Communication, Risk Management, First Aid, CPR and AED, Effective group management, Games facilitation, Canoeing, Archery & Rifle instruction and safety, Lifeguarding (some participants), Challenge Course certification (some participants), Program planning and Team building. Throughout their course of duty (seven to twelve weeks) staff members were "coached" by 4-H Conference Center management in their role.

RESULTS

A post evaluation instrument containing 53 questions using a Likert scale was distributed to twenty staff members via an on-line evaluation system. Seventeen (81%) completed the survey.

Behavior changes

Participants indicated the following significant changes as a result of being a Summer Staff member:

1. 12 of 17 (71%) of respondents indicated "yes, definitely" when asked if they made friends with someone from a different social class.
2. 11 of 17 (65%) of respondents indicated "yes, definitely" when asked if they put all their energy into the activity.
3. 10 of 17 (59%) of respondents indicated "yes, definitely" when asked if they learned to push themselves.
4. 9 of 17 (53%) of respondents indicated "yes, definitely" when asked if they considered possible obstacles when making plans.
5. 8 of 17 (47%) of respondents indicated "quite a bit" when asked if they set goals in the activity.
6. 8 of 17 (47%) of respondents indicated "quite a bit" when asked if they observed how others solved problems and learned from them.
7. 8 of 17 (47%) of respondents indicated "yes, definitely" when asked if they practiced self discipline.
8. 7 of 17 (41%) of respondents indicated "quite a bit" when asked if they practiced self discipline.
9. 7 of 17 (41%) of respondents indicated "quite a bit" when asked if they considered possible obstacles when making plans.
10. 6 of 17 (35%) of respondents indicated "quite a bit" when asked if they put all their energy into the activity.

**Knowledge gained**

1. 10 of 17 (59%) of respondents indicated “yes, definitely” when asked if they learned how their emotions and attitudes affect others in the group.
2. 9 of 17 (53%) of respondents indicated “quite a bit” when asked if they learned that working together requires some compromising.
3. 8 of 17 (47%) of respondents indicated “yes, definitely” when asked if they learned to control their temper.
4. 6 of 17 (35%) of respondents indicated “a little” when asked if they learned that working together requires some compromising.
5. 5 of 17 (29%) of respondents indicated “quite a bit” when asked if they learned to control their temper.
6. 5 of 17 (29%) of respondents indicated “quite a bit” when asked if they learned how their emotions and attitudes affect others in the group.
7. 4 of 17 (24%) of respondents indicated “a little” when asked if they learned to control their temper.

Attitude

1. 8 of 17 (47%) of respondents indicated “yes, definitely” when asked if the activity opened up career opportunities.
2. 6 of 17 (35%) of respondents indicated “quite a bit” when asked if the activity opened up career opportunities.

Overall Rating of their experience

1. 10 of 17 (59%) of respondents indicated “Love it!”.
2. 3 of 17 (18%) of respondents indicated “Still trying to figure things out”.
3. 3 of 17 (18%) of respondents indicated “Unsure if I’ve made the right choice”.
4. 1 of 17 (6%) of respondents indicated “Ready to quit”

4-H Science, Engineering, and Technology (S.E.T)

Contact: Matt Tarpley, mtarpley@ag.tamu.edu

RELEVANCE

Texas 4-H and Youth Development fully embraces 4-H Science, Engineering, and Technology (SET) Programming in the Context of 4-H Youth Development to properly facilitate the development of 4-H SET Abilities in meaningful and significant ways. In the 100 years of Texas 4-H it is a proven fact that learners learn best when actively engaged - physically, mentally, and emotionally – within non-formal learning settings. Clearly, 4-H is at a turning point in its history with an extraordinary opportunity to reaffirm its legacy as a leader in hands-on non-formal science, engineering, and technology education. Since the 4H Youth Development Program began in 1902, 4-H youth have been engaged in demonstration projects that bring innovation and understanding of land-grant college and university research to local communities. Understanding and appreciating the role of science, engineering, and technology is even more critical as the needs of our society and its workforce change. Now, more than ever, we must ensure that our nation's youth develop the necessary competencies and abilities for the United States to remain competitive in the 21st century. (4-H SET: A Strategic Framework for Progress, May 2007.) The National 4-H Council goal is to reach one million new 4-H members with SET Projects by 2013 to prepare America's youth to excel in science, engineering, and technology.

4-H SET Abilities are identified as the 30 most recurring abilities cited in today's scientific literature. Technology, in the simplest term, is human innovation. Design, model making, problem-solving, controls, optimization and trade-offs, inventions and many other human topics encompass technology. Engineering is recognized as a problem-solving and design process within science and technology. Derived from the word Ingenuity, engineering requires using science, math, and technology as tools to solve problems and design solutions. Science abilities encompass the entirety of the cause and effect on the world around us. Behaviors of the scientific process together with the knowledge, scientific values, and intellectual habits they produce, define scientific education. Additionally, develop 4-H SET Projects that are purposeful in teaching scientific methodology. 4-H members will become actively engaged in the scientific process of inferring, hypothesizing, measuring, estimating and experimenting to bring meaning to their world. The Abilities will be valuable skills for life-long learning for 4-H members to call upon for problem-solving and decision-making.



RESPONSE

Our strategy to implement SET in the forefront of all 4-H project work is to introduce the 4-H SET Abilities, train Extension faculty and volunteers on ways to familiarize and use the Abilities terminology to bring about awareness in the 4-H member's project work. Development of 4-H SET Addendum pages to allow for the transfer of vocabulary and terminology to the youth participating in 4-H project work is currently underway. Incorporating 4-H SET Abilities terminology into Texas 4-H Project work will begin with the development of 4-H SET Abilities Addendums for each 4-H Project. Addendum sheets will have the 4-H SET Abilities related to the specific project, with wide-ranging examples to draw attention (in the effort to bring about awareness) to science, engineering, and technology abilities as they occur in typical learning experiences. Extension faculty and volunteers will be trained on the 4-H SET Abilities and how to incorporate the terminology and vocabulary into the learning experiences and project meetings. Non-formal learning experiences directed by project group leaders and Extension faculty will use the Addendum sheets as a resource to bring about awareness of the 4-H SET Abilities. With the increased use of uniform terminology and an awareness campaign of 4-H SET Abilities that 4-H members use in everyday project work, 4-H members will become actively engaged in scientific discovery at their age appropriate level.



RESULTS

Collaborating with departments and specialists within the Texas AgriLife Extension Service



and Texas A&M University System, 4-H SET is gaining in momentum to be an integral part of all 4-H project work. The awareness of the 4-H SET Abilities is the key goal to make the opportunity for bridging the understanding of everyday decision-making and the relative connection to science, engineering, and technology. Texas' 4-H SET Emphasis Team created twelve 4-H SET Addendums and distributed to seven hundred twenty-eight County Extension Agents for use with Volunteers in the incorporation of 4-H SET Abilities terminology, vocabulary, and discussions during reflection of 4-H project work activities. Forty-two Extension Specialists, volunteers, County Extension Agents, and 4-H Youth had input into the development and writing of the twelve Addendums. Sixty-two County Extension Agents received training during 4-H SET overview and the purpose of the 4-H SET Addendums. Increase in 4-H SET reporting from 2008 to 2009 increased from 19 to 2092 youth addressing 4-H SET project work. County plans for 2010 have six outcome plans established for 4-H SET, which is up from zero in 2009.



Texas 4-H Technology Team

Contact: Dr. Toby Lepley, t-lepley@tamu.edu

RELEVANCE

Today's youth are engaged with technology in every aspect of their daily lives, from waking up to a ipod alarm clock to reading text books on portable devices. The area of technology is not lacking in leaders that are helping society understand the need for more technology devices. Through the 4-H Program we have the opportunity to help develop these leaders for both our youth development program, but also for our communities.

RESPONSE

Initiated in 2004, the Texas 4-H Technology Team was organized to create and offer opportunities for youth in the project area of technology. The team first met in November 2004 at the Texas 4-H Conference Center in Brownwood, Texas. The first meeting was attended by five adult volunteers from throughout the state, as well as three 4-H members that had project focuses in technology.

Working as a youth-adult partnership, the group developed a plan of action developing both short and long term goals for the team to accomplish over the next couple of years. Initially, the team was structured similar to that of the California Tech Corps as a Texas volunteer was once a volunteer who had helped established the California group. This history and knowledge was of much assistance in being able to avoid some of the beginning organizational problems that some groups encounter.

Over the years, the Team has reached membership as high as twenty-one youth and adults, but has averaged fourteen members. As a state-wide youth leadership group, the team has proven to be invaluable in providing program leadership in the technology area. Team members have each developed educational programs, curriculum lessons, presented to groups on the local, county, district, state, and national levels, led a technology leadership contest, conducted research with other youth on on-line communities, and served in a valuable leadership role at several state-level events.

The team has truly become a great resource for the Texas 4-H and Youth Development Program in providing expertise at two particular state level events; Texas 4-H Roundup and Texas 4-H Congress. Both of these events are highly impactful events with more than 3,000 and 350 youth respectfully. The team member's role has filled a much needed resource in being able to serve as a contact group for posting information such as results, photos, and videos to the Texas 4-H website from events to preparing audio/visual needs.

As the team has grown and developed into a resource used by county, district and state 4-H level programs, so has the need to evaluate the life skills and opportunities that each of the members receive from participating in the group.

RESULTS

In June 2009, each of the youth members were asked to complete an online post participation survey reflecting upon their year as a member of the 2008-2009 Texas 4-H Tech Team. The survey was conducted through Survey Monkey on-line system and comprised of thirteen multiple choice questions ranging from life-skill development to the influence serving on the team has had on college and career options. The survey also contained two open-ended questions related to what the most significant gain of each member was, and suggestions to the advisors for the team in the future.

- The survey yielded a 92% return rate (11 of 12 members). Team members were ask a variety of questions related to their experience over the last year and how it has affected them in the area of working with others, leadership, responsibility,





teamwork, motivation, solving problems and self-esteem.

- Sixty-percent (n=6) of the members responding to the survey were first year Tech Team Members, 30% (n=3) of the respondents had been on the team for two years, and 10%, or 1 respondent was a three year member. The members were asked thirteen questions related to life skills and/or their experiences on the Texas 4-H Technology Team this past year.

The answers for each of those questions ask are below:

- When ask if the members developed skills on accepting responsibility, the overwhelming response with 90.9% (n=10) responded to their time on the team was highly influential related to this area. One member (9.1%) responded that it was moderately influential.
- By an extreme margin, nine (81.8%) of the members stated that serving on the team helped them develop organizational skills. Two members (18.2%) indicate the team experience provided a moderately influential response.
- Nine members (81.8%) stated the team was highly influential in helping them develop a greater skill of self-discipline. The remaining two members (18.2%) responded the team was “moderately influential” in this skill area.
- Self-motivation was examined through the evaluation as well. When ask if the team help the members with their own (self) motivation, 72.7% (n=8) indicated it was highly influential in providing them the skill of self-motivation. The remaining three members (27.3%) indicated a response of “moderately influential.”
- When asked about the ability to problem solve, seven members (63.6%) indicated that experiences on the team throughout the year were “highly influential” in developing these skills. Four members (36.4%) answered this question with “moderately influential.”
- A major component of the Technology Team is working with others in a distance team concept to build workshops, write curriculum, prepare presentations, or report on some function of the team. When ask if the team had helped in their abilities to work in teams, seven members (63.6%) indicated it had with a response of “highly influential.” Four members (36.4%) indicated it was “moderately influential” to them and their skill set.
- Six members (54.5%) indicated a highly influential response when ask if serving as a member of the Texas 4-H Technology Team help build a positive self-esteem. The remaining five members (45.5%) answered the question with the response of “moderately influential.”
- Did being a member of the Texas 4-H Technology Team help you with your self-esteem. 54.5% (n=6) stated being on the Tech Team was highly influential in boosting their self-esteem. Five members, 45.5%, said the team was moderately influentially with their self-esteem.
- Setting goals is a vital part of the team’s success. Six (54.5%) of the members indicated a response of “highly influential” in helping set goals through the team experiences. The remaining five members (45.5%) responded with “moderately influential.”
- When it came to developing oral communication skills, five members (50%) indicate a response of “moderately influential”, three (30%) answered with “highly influential, and two (20%) answered with “mildly influential.” The response on this question could be related to the fact that the Team conducts more than 90% of all work, assignments, and responsibilities via the computer and use of technology. The degree of oral communication is limited with this group.
- Four members (36.4%) indicated highly influential when ask the question if the team was helping to provide them the skills to relate to others. The largest response for this area was the response of “moderately influential” with 45.5% (n=5), with 2, or 18.2% answering with mildly influential.
- The final skill question, related back to the fourth question, and it was on self-esteem. This question asked if their team experience “developed self-esteem”. One member (9.1%) stated it was “not influential at all”, two members (18.2%) indicated it was “mildly influential”, and four members each (36.4% for each of the responses) answered it was either “moderately influential,” or “highly influential.”
- One of the last questions focused around career and college/university goals and if the team had been influential on helping decide on a career/college choice. The responses were as follows: two members (20%) indicated the team was no influence at all on career/college choice, three (30%) indicated it was mildly influential, two (20%) answered moderately influential, and three members (30%) indicated highly influential. One member did not respond.

The Tech Team members were given the opportunity in two open-ended questions to provide input on what they significantly gained from serving on the team, to suggestions to the advisors as to improve the team in the future.



4-H and Youth Development

In using qualitative analysis of the open-ended questions, the theme that came from the question asking the “most significant gain” from being on the team was focused around the members involved in working with the 4-H events. The members stated comments such as they never realized “how much work there was working behind the scenes on 4-H events.” Other comments were focused around how much leadership and teamwork opportunities and skills they gained from serving as a member of the team.

Suggestions from the Technology Team to the adult leaders on how to improve the team was varied. Suggestions ranged from having more opportunities for members to learn about new technology, having more opportunities to teach others, and promoting the team more at the state events they are assisting with.

Overall the responses strongly indicate that youth members serving on the team were developing enhanced life skills to help them create a sense of belonging, responsibility, and cooperation with others. At the same time of developing those soft skills, the Technology Team members were also being able to help youth members develop a course for college and careers.



4-H Winning Nutrition

Contact: Courtney Dodd, cfdodd@ag.tamu.edu

RELEVANCE

The Food and Nutrition Project has the second largest enrollment among all projects offered by the Texas 4-H and Youth Development Program. This project helps 4-H members learn to prepare nutritious and safe meals and snacks and adopt behaviors that can help reduce their risk for chronic disease. However, to date, the Food and Nutrition Project has not offered curriculum and/or learning experiences focused on the nutritional needs for youth athletes.

It is obvious that children and adolescents need to get active but also become informed about proper nutrition during physical activity. The University Interscholastic League (UIL) offers 23 athletic activities to more than one million student athletes. However, about one-third of Texas children still do not get the recommended amount of 60 minutes of physical activity each day. In 2007, 32% of Texas high school students were overweight or obese while 39% of eighth grade students were overweight or obese (2004-2005). While physical activity can help maintain or lose weight in a healthy manner, the 2007 Youth Risk Behavior Survey indicates that 45.2% were trying to lose weight, with some not eating or taking laxatives in order to lose or maintain their weight.

RESPONSE

Due to a request for nutrition programs for athletes, County Extension Agents in the East Region developed lessons to teach 7th, 8th and 9th-grade athletes about getting adequate nutrition, avoiding fad diets and potentially dangerous supplements and maximizing athletic performance. The "Winning Nutrition" curriculum includes five core lessons, plus three additional lessons.

Core lessons developed include:

- Eating for Excellence
- Game Day Dining
- Nutrition: Fad and Facts
- Hydration Station
- Power Performance

Additional lessons developed to enhance the educational experience include:

- Nutrition: Fads & Facts
- Milk: It Does the Athlete's Body Good
- Too Good to be True? Fact & Fiction in Supplements

RESULTS

The Winning Nutrition curriculum was piloted in Brown, Lamb and Wichita Counties, reaching 195 middle school aged youth. Participants completed a pre and post-evaluation to determine knowledge gained as a result of participating in the sports nutrition educational lessons. Results are summarized in the table below.

Description of Evaluation Question ¹	% Correct Before the Program	% Correct After the Program	Change	% Change ²
Knowledge of fad diets	18.97%	82.58%	63.61	335.24%
Sports drinks may be beneficial when you are active longer than (60) minutes.	26.67%	70.79%	57.04	213.90%
Determining the number of carbohydrates needed based upon activity level	14.87%	43.82%	28.95	194.65%
Identification of three macronutrients	17.95%	44.38%	26.43	147.27%
Cause of dehydration	52.31%	79.78%	27.47	52.51%
Recognizing an abnormal depletion of bodily fluids	65.64%	76.97%	11.33	17.25%
The amount of sleep needed each night by an athlete	69.23%	80.90%	11.67	16.85%
Making wise meal choices in preparation for an athletic event	65.13%	70.79%	5.66	8.69%
Recognizing thirst as the first sign of dehydration	77.95%	82.02%	4.07	5.23%

¹Multiple Choice questions were summarized into general subject matter descriptions.

²Blue indicates % change greater than 200%, green is for 100-199%, yellow for 11-99% and white is for 10% or lower.

Livestock Mentor Program

Contact: Kevin Chilek, kchilek@ag.tamu.edu

RELEVANCE

The purpose of the Texas 4-H Livestock Mentor Program is to provide training for 4-H livestock project leaders, equipping them with a valuable set of resources and tools from which to build and support families enrolled in a specific livestock project. The overall goal of the training program is for volunteers to return to their home county and work cooperatively with the County Extension Agent to provide support and leadership to the 4-H project, members and leaders, thereby enhancing the project experience for youth. Livestock Mentors must be willing to commit service time back to the project area in their home county.

RESPONSE

Each of the four Extension Regions targeted volunteers willing to commit the time to develop youth through livestock projects. These volunteers were recruited one-on-one with an expectation they would attend one of the four statewide mentor trainings. The cost of this training is \$100 per participant and is bore largely by the county submitting the Mentor. In some instances the Mentor paid their own fee.

Through the support of one DEA and one 4-H Specialist in each region, a training was conducted in each region targeting two of these four species: Swine, Beef, Goat, and Sheep. The anticipation is that these topics will rotate from one region between regions annually.

2009 Trainings were as follows: North Region – Beef and Swine = 48 participants, South Region – Sheep and Goat = 12 participants, East Region – Beef and Swine = 34 participants, and West Region – Sheep and Goat = 10 participants.

RESULTS

A total of 104 volunteers participated in the training. Their responses to the benefit of the training is summarized below.

Value Statements:

- Grading and Evaluation (82% - Very Good or Excellent)
- Developing People of Character/ Quality Counts (80% - Very Good or Excellent)
- 4-H Opportunities (80% - Very Good or Excellent)
- Educating Youth with Livestock Projects (78% - Very Good or Excellent)
- 4-H Livestock Projects – Market Livestock (79% - Very Good or Excellent)
- What is a Livestock Mentor (77% - Very Good or Excellent)
- Selection (77% - Very Good or Excellent)
- Facilities and Project Visits (76% - Very Good or Excellent)
- General Health (75% - Very Good or Excellent)
- Feeding and Nutrition (74% - Very Good or Excellent)
- Overview of Industry (74% - Very Good or Excellent)
- Showmanship (72% - Very Good or Excellent)
- Volunteer Responsibilities (71% - Very Good or Excellent)
- Be the Mentor! (71% - Very Good or Excellent)
- Nurturing Youth (70% - Very Good or Excellent)
- Teamwork (70% - Very Good or Excellent)





Measure of participant knowledge and ability change as a result of participating in Livestock Mentor Training:

Statement	Pre Mean ¹	Post Mean ¹	Change ²
How would you rate your ability to better plan 4-H livestock project activities?	3.0	4.2	1.2
How would you rate your ability to carry our leader responsibilities as a volunteer?	3.4	4.3	0.9
How would you rate your ability to provide proper animal care through nutrition, shelter, and illness prevention?	3.6	4.5	0.9
How would you rate your knowledge of the livestock industry?	3.3	4.1	0.8
How would you rate your ability to lead others?	3.6	4.3	0.7
How would you rate your ability to adjust to new situations?	3.4	4.1	0.7
How would you rate your ability to resolve conflict?	3.5	4.1	0.6
How would you rate your understanding of how to read and follow labels carefully for feed additives, and drugs or chemicals?	3.8	4.4	0.6
How would you rate your ability to work well with others?	3.9	4.4	0.5
How would you rate your ability to work independently?	3.9	4.4	0.5

¹Likert Scale equals 1 – poor, 2 – fair, 3 – good, 4 – very good, and 5 - excellent

²Blue represents 1.0% and above, Green represents .9-6%, Yellow represents .5 and below.

The extent to which YOUTH have been impacted by participating in the livestock Project

Youth Statements	Increased	Increased Greatly	Combined Increase
Knowledge of breeding, feeding, and management practices	62.2	24.3	86.5%
Show respect, tolerance and acceptance through 4-H project work	64.9	20.3	85.2%
Demonstrate responsibility through choices, being accountable and carrying out all duties or obligations	63	21.9	84.9%
Understanding of the basic principles of animal science	67.1	17.8	84.9%
Exert fairness through following rules	65.3	11.1	76.4%
Considers carefully how decisions and actions will impact an animal	54.1	20.3	74.4%
Informed of recommended production and exhibiting practices and issues	54.1	20.3	74.4%
Exhibit traits of honesty, promise keeping and integrity	53.4	19.2	72.6%
Decision making skills	54.1	13.5	67.6%
Understanding of scientific research and its contribution to the industry	43.2	10.8	54.0%
Public speaking skills	33.8	14.9	48.7%



Texas 4-H Roundup

Contact: Kyle Merten, kjmerten@ag.tamu.edu

Texas 4-H Roundup is a state qualifying event for youth between the ages of 14 and 18 that have successfully placed in a qualifying spot at the district level. County and district Roundup's are open to all ages of 4-H members from 9 to 18. Texas 4-H Roundup includes approximately 40 different contests that test 4-H members on life skills in such attributes as decision making, public speaking, organization, and working with others. These contests include such things as Fashion Show, Food Show, an assortment of judging contests, and educational presentations. 2009 marked the sixty-third year Texas 4-H has hosted Roundup annually on the campus of Texas A&M University in College Station. This year's Roundup allowed Texas 4-H to celebrate 50 years of awarding 4-H members higher education scholarships; more than 235 youth received over \$2.1 million dollars in 2009. Even with the scare of the H1N1 Virus more than 2,500 people attended.

The following is a breakdown of the attendees:

- 1,586 Participants
- 658 Volunteer Leaders, Coaches, and Parents
- 260 County Extension Agents

Knowledge Gained

Table 1. Percentage differences using a Likert scale¹ to reveal knowledge gained related to the 2009 Texas 4-H Round using a retrospective post evaluation strategy.

Topics	Before the 4-H Year1	After the 4-H Year1	Change	% Change ²
Based on your competitive event, how would you rate your knowledge of the subject matter offered through the event?	187 of 366 (51%)	314 of 364 (86%)	35%	68%

¹ Likert scale was defined as: 1-Not at all Knowledgeable, 2-Slightly Knowledgeable, 3-Somewhat Knowledgeable, 4-Knowledgeable, and 5-Very Knowledgeable.

² Percent change is calculated by the following formula: [(After -before) / before] * 100

Life Skills Gained

The following section focuses on respondents ranking of their most important life skills gained from participating in a contest during Texas 4-H Roundup.

- 51% of respondents ranked self esteem/confidence as the most or second most important life skill gained from participating in a contest during Texas 4-H Roundup.
- 49% of respondents ranked public speaking as the most or second most important life skill gained from participating in a contest during Texas 4-H Roundup.

Conclusion

Like this year's theme "The Future of 4-H" the Texas 4-H & Youth Development staff will continue to work to maintain Texas 4-H Roundup is a premiere leadership conference in the future. As more and more youth participate in Roundup the 4-H staff maintains its goal of youth gaining valuable life skills, spreading them throughout their communities, and emphasizing the positive impact 4-H has had on them. By utilizing youth to help "tell the story" of 4-H, more and more young people have the potential to gain invaluable life skills through Texas 4-H..



Youth Development Institute

Contact: Dr. Chris Boleman, cboleman@ag.tamu.edu

MISSION

- We established an outcome-based mission statement: The YDI meets needs of public and not-for-profit agency managers, staff, and researchers for science-based information to improve youth program staff competencies, program design and evaluation. We serve as a resource for further developing, improving, and evaluating the impact of current youth development programs and services



INFRASTRUCTURE

- We formed Internal and External Advisory Committees consisting of key constituents and authorities
- We recruited Affiliated Faculty (~20 to date) to take part in YDI development and activities
- Through consultation with Ag Communications, we completed branding of YDI materials

APPLIED RESEARCH AND EVALUATION

- We completed 2009 Needs Assessment – 500 Texas Youth Workers responded – results provide basis for future YDI involvements
- We received CYFAR Grant (\$40K; national collaborative) to develop life skills measurement tools
- We completed a panel study of the economic impact of economy downturn on youth serving agencies
- We initiated an experimental study of Quality Youth Program Experiences through our 4H program

YOUTH DEVELOPMENT INFORMATION DISSEMINATION

- We developed and launched a YDI Website (www.ydi.tamu.edu) that addresses key areas of needed information for youth-serving agencies and professionals:
 - Successful Program Profiles (several listed, more to come)
 - Best Practice Briefs (several listed, more to come)
 - Research Briefs (e.g., Nature and Youth Development)- 10 by June 2010
 - Created database of links to youth development related internet resources (up and running)
 - Articles (e.g., TRAPS Magazine)
 - News Releases regarding YDI activities

TECHNICAL ASSISTANCE, TRAINING AND EDUCATION

- We established collaborative Partnerships with Texas Youth Networks (YDI will be lead partner in the development of Mott Foundation state-wide capacity building grant)
- We will contribute a session to the 2010 Texas Youth Work Professionals Conference (Austin, April, 2010)
- We have planned a series of one-day workshops on application of scientific knowledge to youth development practice (at least three in 2010)
- We are in the process of developing on-line Youth Worker Training Modules

PROJECT LEADERSHIP GROUP

Dr. Chris Boleman, Co-Chair. Texas 4-H and Youth Development

Dr. Peter Witt, Co-Chair. Bradberry Recreation and Youth Development Chair, Rec, Park and Tourism Sciences

Dr. Tim Murphy, Professor, Ag. Leadership, Education, and Communication

Dr. Corliss Outley, Assistant Professor, Recreation, Park and Tourism Sciences

Dr. John Rayfield, Assistant Professor, Ag. Leadership, Education, and Communication

Dr. Mat Duerden, Project Coordinator

District 8 Holiday Classic

Contact: Laura Huebinger, lhuebinger@ag.tamu.edu

RELEVANCE

Texas 4-H and FFA members are raising more than 76,000 livestock projects annually, including beef cattle, lamb, swine, and meat goats. This results in almost 15 million pounds of carcass that are harvested each year. With the tremendous amount of product that 4-H and FFA members are contributing to the food supply, along comes the responsibility to produce a safe and wholesome product for consumers. The Quality Counts program provides an opportunity for young Texas producers to learn personal character attributes and acceptable livestock management practices associated with these projects.

RESPONSE

The District 8 4-H Holiday Classic is annual educational event hosted by County Extension Agents in District 8. Families bring their cattle, lamb, swine, and goats to learn more about the responsibilities that are attributed to exhibiting livestock. During the two day program, experts in livestock and youth development provide educational, hands-on training for these families in both group and individual settings. After the group and one-on-one trainings, the youth have the opportunity to exhibit their projects for practice and receive advice on how to care for their projects. The Holiday Classic is unique because it is completely free to the families with all expenses being paid through local sponsorships. The Holiday Classic is open to all youth and specifically marketed to the 21 counties in District 8: Bell, Bosque, Comanche, Coryell, Eastland, Ellis, Erath, Falls, Freestone, Hamilton, Hill, Hood, Johnson, Leon, Limestone, McLennan, Milam, Navarro, Robertson, Somervell and Williamson. The 2009 District 8 Holiday Classic was held at the Bell County Expo Center in Belton, Texas on December 5-6, 2009. The event was attended by approximately 900 persons.

RESULTS

A retrospective-post evaluation was distributed to all youth in attendance. A specific evaluation was used at each specie training. A total of 292 completed evaluations were returned, including 55 beef, 46 lamb, 122 swine, and 69 goats. Each specie workshop asked individual knowledge-based questions based on the subject matter taught. In addition, all participants were asked the same question relating to intended behavior change, two customer satisfaction questions, and three demographic questions.

Intended Behavior Change

Overall, an average of **75.53% of respondents** indicated they plan to take action and/or make changes based on the information they learned at the Holiday Classic. The table below shows "Yes" responses by specie workshop.

Species	Total Respondents	"Yes" Responses	
		#	%
Beef	55	28	50.9%
Lamb	46	38	82.6%
Swine	122	104	86.0%
Goat	69	57	82.6%

Knowledge Changes

Participants were asked to rank their knowledge *before* and *after* Holiday Classic based on a four-point scale of 1=Poor, 2=Fair, 3=Good, and 4=Excellent. The text describes the participants' knowledge level before and after, as well as the percentage of participants that increased their knowledge. The tables below show the mean scores before and after, as well as the percent change. Percent change is calculated by (mean after – mean before) / mean before *100.

Beef

- **44.4% of participants** indicated a "Good" or "Excellent" knowledge of the preparations needed for the final 60 days for show before the Holiday Classic; increasing to **79.6%** after the Holiday Classic.
 - **72.2% of participants** perceived that their knowledge level increased.



- **53.7% of participants** indicated a “Good” or “Excellent” knowledge of structure and skeletal design in cattle before the Holiday Classic; increasing to **92.6%** after the Holiday Classic.
 - **90.7% of participants** perceived that their knowledge level increased.
- **49.1% of participants** indicated a “Good” or “Excellent” knowledge of balance and correctness of lines in cattle before the Holiday Classic; increasing to **90.6%** after the Holiday Classic.
 - **66.0% of participants** perceived that their knowledge level increased.
- **68.5% of participants** indicated a “Good” or “Excellent” knowledge of feeding strategies before the Holiday Classic; increasing to **94.4%** after the Holiday Classic.
 - **59.3% of participants** perceived that their knowledge level increased.
- **63.0% of participants** indicated a “Good” or “Excellent” knowledge of proper show ring etiquette before the Holiday Classic; increasing to **94.4%** after the Holiday Classic.
 - **55.6% of participants** perceived that their knowledge level increased.

Statement	Before	After	Change	% Change
Understanding of final 60 days of preparations for my cattle.	2.20	3.19	.99	45.00%
Understanding of structure and skeletal design in cattle.	2.43	3.50	1.07	44.03%
Understanding of balance and correctness of lines in cattle.	2.55	3.42	.87	34.12%
Understanding of feeding strategies.	2.83	3.54	.71	25.09%
Understanding of proper show ring etiquette.	2.83	3.54	.71	25.09%

Lamb

- **41.3% of participants** indicated a “Good” or “Excellent” knowledge of health problems and physical signs lambs exhibit when they are sick before the Holiday Classic; increasing to **95.7%** after the Holiday Classic.
 - **71.7% of participants** perceived that their knowledge level increased.
- **54.3% of participants** indicated a “Good” or “Excellent” knowledge of how to properly show their lamb before the Holiday Classic; increasing to **95.7%** after the Holiday Classic.
 - **67.4% of participants** perceived that their knowledge level increased.
- **56.5% of participants** indicated a “Good” or “Excellent” knowledge of how to properly feed and exercise their lamb for show before the Holiday Classic; increasing to **95.7%** after the Holiday Classic.
 - **65.2% of participants** perceived that their knowledge level increased.

Statement	Before	After	Change	% Change
Understanding of health problems and physical signs lambs exhibit when they are sick.	2.37	3.48	1.11	46.48%
Understanding of how to properly show their lamb.	2.50	3.57	1.07	42.80%
Understanding of how to properly feed and exercise their lamb for show.	2.65	3.61	.96	36.23%

Swine

- **37.4% of participants** indicated a “Good” or “Excellent” knowledge of other opportunities in the 4-H swine project before the Holiday Classic; increasing to **94.8%** after the Holiday Classic.
 - **79.1% of participants** perceived that their knowledge level increased.
- **36.5% of participants** indicated a “Good” or “Excellent” knowledge of current selection criteria and principles before the Holiday Classic; increasing to **90.4%** after the Holiday Classic.
 - **73.9% of participants** perceived that their knowledge level increased.

4-H and Youth Development

- **44.3% of participants** indicated a “Good” or “Excellent” knowledge of pre-show fitting and preparation before the Holiday Classic; increasing to **91.3%** after the Holiday Classic.
 - **76.5% of participants** perceived that their knowledge level increased.
- **48.7% of participants** indicated a “Good” or “Excellent” knowledge of basic showmanship principles before the Holiday Classic; increasing to **95.7%** after the Holiday Classic.
 - **69.6% of participants** perceived that their knowledge level increased.

Statement	Before	After	Change	% Change
Knowledge of other opportunities in the 4-H swine project.	2.26	3.41	1.15	50.88%
Knowledge of current selection criteria and principles.	2.20	3.30	1.10	50.00%
Knowledge of pre-show fitting and preparation.	2.36	3.44	1.08	45.76%
Knowledge of basic showmanship principles.	2.45	3.55	1.10	44.90%

Goats

- **29.0% of participants** indicated a “Good” or “Excellent” knowledge of selecting goats for show before the Holiday Classic; increasing to **73.9%** after the Holiday Classic.
 - **79.7% of participants** perceived that their knowledge level increased.
- **36.2% of participants** indicated a “Good” or “Excellent” knowledge of how to properly show their goat before the Holiday Classic; increasing to **87.0%** after the Holiday Classic.
 - **71.0% of participants** perceived that their knowledge level increased.
- **42.6% of participants** indicated a “Good” or “Excellent” knowledge of feeding and exercising techniques before the Holiday Classic; increasing to **86.8%** after the Holiday Classic.
 - **69.1% of participants** perceived that their knowledge level increased.
- **50.0% of participants** indicated a “Good” or “Excellent” knowledge of how to properly clip their goat for show before the Holiday Classic; increasing to **83.8%** after the Holiday Classic.
 - **70.6% of participants** perceived that their knowledge level increased.

Statement	Before	After	Change	% Change
Knowledge of selecting goats for show.	2.01	3.12	1.11	55.22%
How to properly show their goat.	2.29	3.23	.94	41.05%
Understanding of feeding and exercise techniques.	2.37	3.31	.94	39.66%
How to properly clip my goat for show.	2.38	3.28	.90	37.82%

Customer Satisfaction & Demographics

Statement	Percentage of “Yes” Responses				
	Beef	Lamb	Swine	Goats	Total Percentage
Satisfaction with overall program	94.5%	97.8%	94.2%	98.6%	96.28%
Satisfaction with accuracy of information provided	96.4%	100.0%	95.9%	92.8%	89.53%
Only livestock project training to attend this year	25.5%	35.6%	26.4%	49.3%	34.20%



Years attended the Holiday Classic	Number of responses				Total	
	Beef	Lamb	Swine	Goats	#	%
1 year	18	19	98	45	180	62.28%
2 years	12	14	9	14	49	16.96%
3 years	12	8	1	7	28	9.69%
4 years	7	2	4	1	14	4.84%
5 years or more	6	3	7	2	18	6.23%

School Grade of participants	Number of responses				Total	
	Beef	Lamb	Swine	Goats	#	%
Elementary (Grades 3-5)	50	20	78	66	214	56.46%
Middle School (Grades 6-8)	10	16	27	30	83	21.90%
High School (Grade 9-12)	31	9	32	10	82	21.64%

Significant Results

There are a few important items that instructors should keep in mind when planning for the future:

- Overall, 75% of respondents indicated they plan to make a change or take action based on the knowledge they learned at the Holiday Classic.
- Overall, approximately one-third of participants are attending the Holiday Classic as their only livestock project training. Of that, almost half of the goat workshop participants are attending this event as their only livestock project training.
- Over half of the participants are first-time attendees.
- The majority of the participants are elementary-aged participants.

Future Plans

Results indicate that youth are in fact adopting practices and gaining the knowledge that instructors have set out to teach. With the high levels of learning and satisfaction, the District 8 County Extension Agents and leaders will continue to conduct the Holiday Classic utilizing the Quality Counts curriculum with the goal to continue to increase the knowledge level and behavior changes of participants, while maintaining customer satisfaction. Results of this event and future events will be utilized to improve and modify the District 8 Holiday Classic.

Texas 4-H Council

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RELEVANCE

The Texas 4-H Council is the state youth leadership team that is elected through a multifaceted application, interview and election process at the district level. Districts may have up to three representatives on state council for a possible total of 36 youth on State 4-H Council. All youth are at least 16 years of age and are serving as President, Vice President or Delegate at Large of their home district.

These 4-H members are involved in planning and developing certain events within the State 4-H program throughout the year. Events include but are not limited to Texas 4-H Roundup, Texas 4-H Congress, and Junior Leadership Retreat.

The Council members market and promote the Texas 4-H program at a number of youth leadership events including youth leadership days at the State Fair of Texas and San Antonio Livestock Show. Members are often called upon to deliver greetings and benedictions as well as serve as speakers at various events such as major livestock show appreciation luncheons and committee meetings. In 2010 council members will work directly with the Houston Livestock Show and Rodeo to conduct the "Future Leaders in Agriculture Day and the Texas 4-H Show Pride! exhibit leading into AGVenture.

Texas 4-H Council receives funding from the Houston Livestock Show and Rodeo each year to assist with leadership training costs. The grant funds, known as Striving for Leadership Excellence or STLE, has also been a huge help in offsetting costs associated with leadership curriculum, training needs and supplies.

RESPONSE

Program Delivery - Newly elected council members come together in July and undergo four days of intensive leadership training. Training agenda items include learning to facilitate events, activities and teaching sessions through sessions on recreation, public speaking leadership development. Youth are instructed through a number of hands on activities, lectures, and media avenues.

Intended Outcomes - It is intended that through these educational programs and leadership focused lessons that youth will increase their knowledge of leadership and hone leadership skills. The Texas 4-H and Youth Development program wishes to arm youth with the knowledge and skills to serve as productive citizens in any and all leadership capacities that might arise in their future. Serving on State 4-H Council enables youth to apply the leadership knowledge and skills on the district and state level.

Texas Tech University has been the site of the state council workshop for the past two years. The College of Agricultural Sciences & Natural Resources has provided speakers, educational sessions, classroom space and financial assistance.

RESULTS

During the **2008-2009 4-H year**, Texas 4-H Council members made 9,978 direct and indirect contacts in Texas.

Direct Contacts: 8,664

- Speaking Engagements – 42 speeches reaching 4,288
- Junior Leadership Retreat – 176 trained
- San Antonio Livestock Exposition Texas 4-H promotional booth – 200
- Texas 4-H Roundup – 3,000
- Leadership Labs – 1,200

Indirect Contacts: 1,314

- Correspondence including email and other media types - 529
- State fair of Texas Banquet - 285
- San Antonio Livestock Exposition Youth Day Parade - 500



Impact:

- Taught leadership workshops sessions to 176 9-12 year olds at Junior Leadership Retreat in November 2008. Theme was “Welcome to the White House.” Outcome: increased skills and knowledge in the areas of public speaking, recreation, bully prevention, manners, and healthy lifestyles.
- Promoted the Texas 4-H and Youth Development program by serving as positive role models and mentors to younger 4-H members, parents and public.

Currently, and early into the **2009-2010 4-H year**, Texas 4-H Council members have made the following contacts in Texas.

Direct Contacts: 872

- Speaking Engagements – 7 speeches reaching 690
- Junior Leadership Retreat – 182 trained

Indirect Contacts: 651

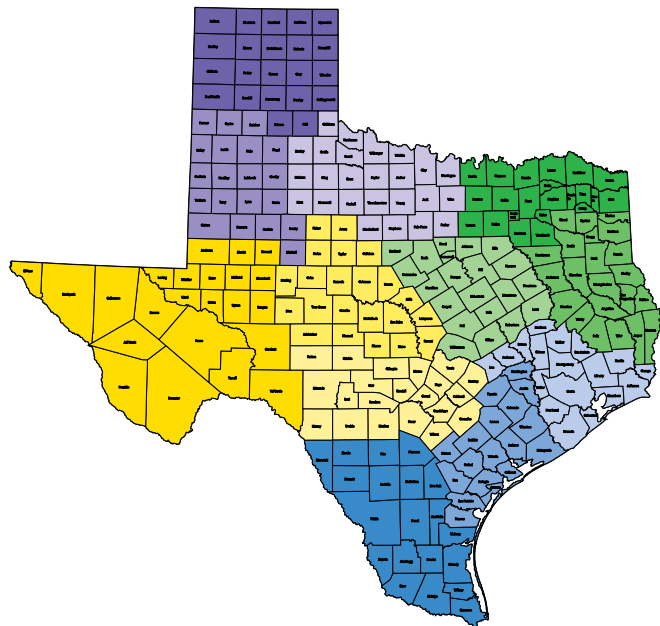
- Correspondence including email and other media types - 401
- State fair of Texas Banquet - 250

Impact:

- Taught leadership workshops sessions to 182 9-12 year olds at Junior Leadership Retreat in November 2009. Theme was “Science, Engineering and Technology.” Outcome: increased skills and knowledge in the areas of science, recreation, and healthy lifestyles.
- Promoted the Texas 4-H and Youth Development program by serving as positive role models and mentors to younger 4-H members, parents and public.



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