

Texas 4-H Youth Development Program



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OUTCOME REPORT

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Dear Friend of Texas 4-H Youth Development:

We are so excited to share with you the 2013 Texas 4-H Youth Development Unit Program Outcome Report! This is a document we develop annually to help tell the story of Texas 4-H!

As the youth development component of the Texas A&M AgriLife Extension Service, we strive to build the most relevant, high quality programs possible. This document includes programs led by our Specialist team and partners statewide. From long-standing strength based programs like livestock, foods & nutrition and clothing, to new innovative efforts like technology, science, and robotics, our goal is make them exciting for today's youth.

And thanks again to each everyone of you for believing in Texas 4-H Youth Development and the young people that benefit from it each and every day. Outcomes included in this document happen because of strong partnerships with YOU, youth voice, and a strong desire to live by our motto...TO MAKE THE BEST BETTER!

A handwritten signature in green ink that reads "Chris T. Boleman".

Chris T. Boleman
Agency Assistant Director
Texas 4-H Program Director

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Outcome Report



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Outcome Report



District Leadership Labs

RELEVANCE

Leadership is the foundation of the Texas 4-H and Youth Development Program. Throughout all the projects and programs offered, life skill development and leadership are the corner stones of developing youth members.

RESPONSE

Each year, the Texas 4-H and Youth Development Program conducts twelve district based “Leadership Labs” to teach leadership concepts such as teamwork, group dynamics, critical thinking, servant based leadership, visioning, strategic planning, and goal setting. This year, 600 youth participated in one of the twelve district leadership labs (average of 50 youth per district).

Summary Highlights

- Youth understand leadership strengths and what they need to personally work on to improve their leadership as a result of Leadership Lab participation.
- Leadership lab participation increases a young persons ability to work in teams.
- Youth gain leadership confidence as a result of participation.

RESULTS

While each district leadership lab is unique in its content and delivery, there are still some key leadership development characteristics that are taught during all twelve programs. These characteristics measured include teamwork, public speaking, strengths based leadership, responsibilities of being a leader, and operating with others. The results are noted below.

Statement	Before Mean ¹	After Mean ¹	Mean Difference ²
My understanding of my strengths and things I need to work on to be a better leader.	2.79	3.66	29.0%
My understanding of the responsibilities of being a leader	3.09	3.78	23.0%
My knowledge of what makes a good public speaker	2.89	3.57	22.7%
My knowledge of teamwork.	3.10	3.77	22.3%
My understanding of the importance of cooperation with others when working on a team.	3.26	3.82	18.7%

¹Likert scale defined as: 1 = Poor, 2 = Average, 3 = Good, and 4 = Excellent.

²Percent change = ((Post Mean – Pre Mean) / 3) * 100



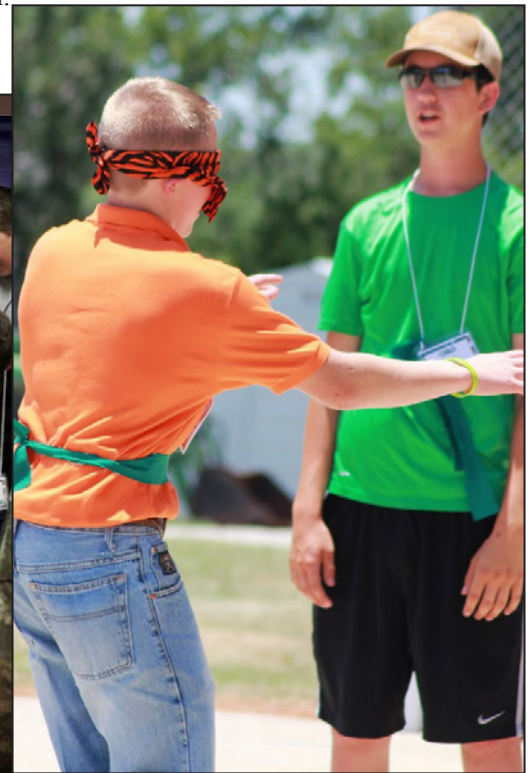
Changes in leadership skill sets. The following were responses to yes / no responses.

- 528 (89.2%) said, “I am more comfortable working in a team because of what I have learned.”
- 521 (88.2%) said, “I am more confident in my abilities as a leader because of what I have learned.”
- 519 (88.0%) said, “I am more confident in making decisions because of what I have learned.”
- 523 (87.3%) said, “I have learned information that will help be make better leadership decisions.”
- 516 (86.1%) said, “I plan to implement any of the activities or ideas I learned at Leadership Lab in my county.
- 502 (84.8%) said, “I am more comfortable speaking with others because of what I have learned.”
- 432 (73.0%) said, “I am more confident with public speaking because of what I have learned.”



Demographics

- 62.4% of respondents were female and 37.4% of respondents were male.
- 90.2% of respondents were high school aged and 9.8% were in middle school.
- 89.9% were white, 9.3% were Hispanic, and 0.4% were African American.



RELEVANCE

Youth Leadership development is an important component of the 4-H program. Texas has 254 counties with no consistent resources or definitive method for teaching youth leadership. There is also an evidence of weakness in parliamentary procedure skills at all levels from the local club to the State leadership team as identified by county Extension agents. Additionally, 4-H is known for providing numerous service project opportunities for youth, but making sure these opportunities are identified, planned and coordinated by youth has been lacking.

Research also shows that employers are interested in potential employees who possess strong “soft skills”, also known as life skills, which are equally important to the technical expertise in the field (Klaus, P., 2008). Texas 4-H does an good job of teaching these life skills through 4-H project work and service projects, but there is always room for improvement through a concentrated effort in youth leadership development.

RESPONSE

The District 7 4-H Leaders 4 Life Committee made up of county Extension agents and the District 4-H Specialist, conduct workshops for youth, volunteers and agents. The committee hosted the 4th district Leaders 4 Life event in April 2013 with 3 senior and 4 junior teams registered. 40 youth participated in the contest.

RESULTS

A retrospective post evaluation instrument administered at the District Leaders 4 Life contest revealed their perceptual knowledge gained and changes in behavior as a result of participating in the 4-H Leaders 4 Life program. Results provided below reflect the responses of 40 youth who competed in the District event. 89.9% were white, 9.3% were Hispanic, and 0.4% were African American.

Summary Highlights

- *Leaders 4 Life provides an outlet for youth to learn and enhance their parliamentary procedure skills.*
- *This program instills a higher level of confidence in our future leaders.*
- *The skills that are developed here will serve these youth throughout their lives, both inside the meeting room and out in the community.*



Participants’:	Before the Program	After the Program	Change	% Change *
Knowledge of the 16 motions that are most common used in parliamentary procedure	1.85	3.20	1.35	45.0
Understanding of the precedence and basic rules of motions	2.53	3.65	1.12	37.3
Understanding of different leadership styles	2.44	3.56	1.12	37.3
Understanding of the purpose and principles of parliamentary procedure	2.44	3.49	1.05	35.0
Understanding of the roles and duties of all 4-H officers	2.82	3.72	0.90	30.0
Understanding of how to determine majority vote and 2/3 vote	2.69	3.59	0.90	30.0
Knowledge of the importance of goal setting and how to get goals accomplished	3.03	3.79	0.76	25.3
Knowledge of teamwork	3.15	3.80	0.65	21.7

* Percent change is calculated by the following formula: $[(Post\ Mean - Pre\ Mean)/3] \times 100$
Blue indicates % change greater than 30%, green is for 20-30%, and yellow is for 19% or lower

The second section of the evaluation measured behavior changes. Below are the results:

- 39 of 40 (97.5%) believe that what they learned has given them the ability to make better leadership decisions.
- 39 of 40 (97.5%) are more confident in serving in a leadership role.
- 37 of 40 (92.5%) have developed or improved their teamwork skills.
- 36 of 40 (90.0%) know how to be an effective communicator and good listener.
- 35 of 40 (87.5%) can effectively participate in a business meeting using correct parliamentary procedure.
- 33 of 40 (82.5%) have set personal goals to help them fulfill their personal vision.
- 33 of 40 (82.5%) is able to identify and utilize resources to get a task accomplished.
- 32 of 40 (80.0%) have a personal vision.
- 31 of 40 (77.5%) have or plan to implement a community service project.
- 30 of 40 (75.0%) know their leadership styles and how to use them effectively in leadership roles.
- 30 of 40 (75.0%) can use creativity to brainstorm and come up with the best solution to a problem.
- 29 of 40 (74.4%) can define leadership and leadership qualities.
- 29 of 40 (72.5%) are a better manager of conflict and knows how to apply different management styles to conflict.
- 27 of 40 (67.5%) can identify their own leadership styles.

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.

Summary Highlights

- On average, youth are spending less time in the great outdoors
- The Outdoor Challenge was conducted with 85 youth competing in 10 outdoor events
- Results suggest positive changes in the areas of knowledge, skills, and intent to continue outdoor activities

RESPONSE

In the spring of 2009, a team of Texas A&M AgriLife County Extension Agents and Specialists envisioned the development of the Texas 4-H Outdoor Challenge to help address the aforementioned situation by providing an experiential, educational contest targeting 4-H members across the state. This Extension team then began to lay the foundation for the operation of the contest, recruiting additional members for their particular expertise. The inaugural contest was held in June of 2009 at the Texas 4-H Conference Center in Brownwood with twenty-two youth participating, and again the following year with fifty-four. In June of 2013, eighty-five 4-H members competed. The annual Outdoor Challenge, much like a decathlon, consists of ten different outdoor events selected from the following categories: climbing, orienteering, rifle shooting, shotgun shooting, archery, fishing, camping skills, knot tying, kayaking, outdoor safety, biologist skills, first aid, wilderness survival, and wildlife and habitat knowledge.

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. 76 of 85 participating youth (89% 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	Mean Value Before	Mean Value After	Percent Change ¹
My knowledge of knot tying	1.95	2.89	48.6%
My knowledge of outdoor first aid	2.12	2.93	38.5%
My knowledge of biologist skills	2.14	2.93	36.8%
My knowledge of wildlife and natural resources	2.67	3.18	19.2%
My knowledge of climbing	2.73	3.19	16.9%
My knowledge of kayaking	2.65	3.08	16.0%
My knowledge of using a bow and arrow	3.03	3.36	10.9%
My knowledge of using a shotgun	3.11	3.42	10.2%
My knowledge of using a rifle	3.24	3.57	10.2%
My knowledge of swimming	3.09	3.30	7.0%

Abilities	Mean Value Before	Mean Value After	Percent Change ¹
My ability to tie knots correctly	2.21	3.10	40.4%
My ability to put biologist skills into practice	2.26	3.00	32.9%
My ability to demonstrate outdoor first aid	2.15	2.78	29.4%
My ability to identify wildlife and natural resources	2.63	3.20	21.5%
My ability to successfully kayak with a buddy	2.54	3.07	20.7%
My ability to climb using proper safety equipment	2.76	3.30	19.6%
My ability to use a rifle successfully	3.16	3.55	12.4%
My ability to use a shotgun successfully	2.97	3.30	11.1%
My ability to use swim safely and correctly	3.18	3.39	9.6%
My ability to use a bow and arrow successfully	3.00	3.28	9.5%

¹Percent change was determined by the following formula: $(\text{Mean Value After} - \text{Mean Value Before}) / \text{Mean Value Before} * 100$. Blue indicates percent change of 30% or more, green indicates percent change of 15-30%, and yellow indicates percent change of 0-15%.

Intent to Continue Activity

- 71 of 76 (93%) indicated they probably will or definitely will continue **rifle**
- 68 of 76 (89%) indicated they probably will or definitely will continue **shotgun**
- 67 of 76 (88%) indicated they probably will or definitely will continue **archery**
- 66 of 75 (88%) indicated they probably will or definitely will continue **camping**
- 66 of 76 (87%) indicated they probably will or definitely will continue **fishing**
- 64 of 75 (85%) indicated they probably will or definitely will continue **kayaking**
- 57 of 75 (76%) indicated they probably will or definitely will continue **knot tying**

Event Satisfaction

- 68 of 76 (89%) agree or strongly agree that they can use the information learned back home
- 71 of 76 (93%) agree or strongly agree that the event was fun
- 70 of 76 (92%) agree or strongly agree that the event was educational
- 67 of 76 (88%) agree or strongly agree that Brownwood was a good location

Participants and parents also had the opportunity to provide comments and suggestions regarding their participation in the Outdoor Challenge. Responses include:

“Very good learning experience for all ages”

“The best part is that not all of the events are athletic. Love that you have knowledge competitions.”

RELEVANCE

The Texas 4-H Conference Center annually employs college interns to serve as camp counselors who facilitate summer youth programs. These staff members are a critical component to the program's success. Each intern receives two-weeks of training prior to the beginning of summer programs.

RESPONSE

The 2013 summer staff consisted of 18 interns representing 10 colleges and universities. Sixteen of the interns were former 4-H members. Staff members were required to attend two weeks of training in May of 2013. Six staff members completed 11 weeks of summer camp and the remaining completed six weeks.

The two-week training involved topics in First Aid, CPR, AED, youth development, effective communication, risk management, games facilitation, archery, lifeguarding, challenge course, program planning and team building. Facilitators for the training involved 4-H Center Staff, 4-H State Specialist and 4-H Agents.

RESULTS

An online post evaluation was distributed to eighteen staff members. Fifteen staff members participated in the survey.

- 7 of 14 (50%) of respondents indicated "none at all" when asked if they felt like they didn't belong in this activity.
- 7 of 14 (50%) of respondents indicated "yes, definitely" when asked if they felt this activity increased their desire to stay in school
- 10 of 14 (71%) of respondents indicated "yes, definitely" when asked if they learned about the challenges of being a leader.
- 9 of 14 (64%) of respondents indicated "yes, definitely" when asked if they had an opportunity to be in charge of a group of peers
- 9 of 14 (64%) of respondents indicated "yes, definitely" when asked if they learned it is not necessary to like people in order to work with them.
- 11 of 14 (73%) of respondents indicated "yes, definitely" when asked if they learned that working together requires compromising.
- 9 of 15 (60%) of respondents indicated "yes, definitely" when asked if they made friends with someone from a different social class.
- 12 of 15 (80%) of respondents indicated "yes, definitely" when asked if they made friends with someone of the opposite gender.
- 10 of 15 (67%) of respondents indicated "yes, definitely" when asked if they learned that their emotions affect how I perform.
- 10 of 15 (67%) of respondents indicated "yes, definitely" when asked if they put all of their energy into this activity.

Summary Highlights

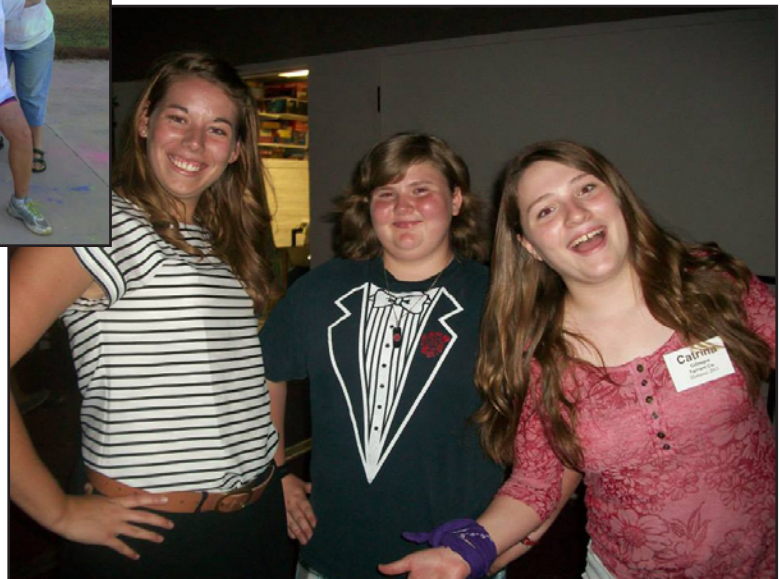
- *The 4-H Center is like a second home the way they treat you!*
- *I feel that it was a great job, and an even better way to spend my summer!*
- *It was a very positive learning experience.*



- 9 of 15 (60%) of respondents indicated “yes, definitely” when asked if they started thinking more about their future because of this activity.
- 8 of 15 (53%) of respondents indicated “yes, definitely” when asked if they learned about organizing time and not procrastinating.

Summer staff members added the following quotes describing their work experience at the 4-H Center.

- *“Overall working at the Texas 4-H center was a positive experience and I would apply again if the situation arose where I could. I Bleed Green!”*
- *“I enjoyed working at the center because this place has been my home away from home growing up and it was a privilege to give back.”*
- *“The 4-H Center is like a second home the way they treat you. The experiences you learn and the things you achieve speak for themselves. You also get to meet people from all over the state of Texas. I enjoyed working at the Texas 4-H conference center and will continue to as long as I can.”*
- *“It was a very positive learning experience. I feel that it was a great job, and an even better way to spend my summer! I made some awesome friends, and made contacts that will be very beneficial down the road!”*



RELEVANCE

District 11 Crossroads is an event designed to allow youth to explore career opportunities without any commitment to them later. Youth are able to get a “hands on” feel for various careers and explore the different opportunities that come with a specific career. According to the Journal of Extension, career development for most youth is shaped in their early adolescent years. For some, the most important decision they will make is what they choose for their career. (Ferry, 2006)

RESPONSE

Crossroads was created in District 11 to allow youth to explore opportunities inside and outside of the agricultural field. A committee consisting of Extension Agents and the District 4-H Specialist created the program to give youth a first hand experience to various careers.

Each year youth decide what careers they would like to explore, while Extension Agents work to plan a meaningful one day session on career opportunities within a specified field.

RESULTS

A post-only survey was used to evaluate youth who participated in District 11 Crossroads. From 2012 to 2013 Crossroads has seen a 50% (94 to 141) increase in youth registrations for the event. Overall, 85% of youth stated they were mostly or completely satisfied with District 11 Crossroads.

Summary Highlights

- 141 youth participated in District 11 Crossroads.
- District 11 Crossroads continues to gain popularity amongst high school youth.
- Results indicate positive knowledge and behaviors changed amongst youth who participated.

Table 1. Session Participation

Session	Participation
Science, Engineering, & Technology Careers	30% (42 out of 141)
Medical Careers	24% (34 out of 141)
Equine & Livestock Careers	17% (24 out of 141)
Marketing Careers	26% (36 out of 141)

Note. Missing 5 responses



Table 2. Impact of Session Participation

As a result of my participation in District 11 Crossroads I...	Response
Learned something I did not know before about career opportunities	90% (127 out of 141)
Learned something I did not know before about degree or career opportunities.	83% (117 out of 141)
Gained ideas of what I can do now to plan for my college education.	70% (99 out of 141)
Gained ideas of what I can do now to plan for my chosen career	69% (96 out of 141)
Plan to take action or share with other the information I learned from Crossroads.	65% (91 out of 141)

Youth have indicated for 2014, they would like sessions include Sports Medicine, Veterinary Science, Aquatic Science, and Agri-Ability.



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Outcome Report

Coastal Bend Classic



RELEVANCE

Youth today are faced with more challenging opportunities to grow and become more productive citizens. According to the Journal of Agricultural Education, youth involved in livestock education projects are “competent in sportsmanship, safety, animal grooming, and animal selection skills.” (Rusk, Summerlot-Early, Machtmes, Talbert, & Balschweid, 2003) Giving youth the opportunity to participate and become successful with livestock projects not only increases their knowledge gained on varying subjects, but it also increases problem solving skills and people skills.

RESPONSE

Coastal Bend Classic was created in 2010 as an educational opportunity for youth to learn more about their projects from experts in their respective species. A committee consisting of the District Extension Administrator, District 4-H Specialist, and Extension Agents created a multi-purpose program not only to educate youth, but also to provide a “prospect show” type feeling. The one day event starts with specie seminars in the morning, then moves to clinics and hands on training in the afternoon.

The mission of the CBC is to teach the basic principles of livestock management as it relates to facility maintenance, nutrition, animal health, handling, showmanship, transportation, show preparation, and quality assurance.

Quality Counts, a livestock quality assurance program, is highlighted to ensure the safe and legal use of medications and feeds to facilitate the ethical care, development, and exhibition of livestock.

RESULTS

A post-only survey was used to evaluate youth who participated in the program. The evaluation measured knowledge gain and specific intended behavior changes from the participants.

Summary Highlights

- 223 youth and adults participated in the 4th Annual Coastal Bend Classic
- Livestock project education continues to be a priority for District 11 4-H.
- Results indicate positive behavior changes regarding animal nutrition, welfare, and ethical behavior.

Table 1. 2013 Clinic Participation by Specie

Specie	Participation by %
Beef	17% (38 out of 223)
Lamb	22% (48 out of 223)
Goat	36% (81 out of 223)
Rabbits	13% (28 out of 223)
Poultry	6% (12 out of 223)

Note. Missing 16 responses



Table 2. Knowledge Gained Indicators

As a result of participating in the Coastal Bend Classic youth will...	Response
have a better understanding of what to look for to determine if their project is healthy or sick.	98% (218 out of 223)
understand the importance of monitoring body condition of their project.	98% (219 out of 223)
understand the importance of proper daily care of their project.	99% (221 out of 223)
understand the importance of showmanship and how it can help them in the show ring.	99% (220 out of 223)
Understand how to use feeds & additives to control the weight or condition of my project.	98% (218 out of 223)

Table 3. Behavior Change Indicators

As a result of participating in Coastal Bend Classic youth will...	Response
will respect others in the show ring	99% (220 out of 223)
will be looking for health problems in their projects.	98% (219 out of 223)
will set personal goals for themselves and their projects.	98% (218 out of 223)
will follow the directions on medication labels.	97% (216 out of 223)
will help others with their show projects.	97% (217 out of 223)
will feed their project according to feed tag directions	95% (212 out of 223)

What is the most important thing you have learned from the Coastal Bend Classic?

- The importance of daily care of my project (facilities and animals)
- To have FUN!
- TRUST yourself
- The importance of showmanship
- How to flip a rabbit correctly



SPECIAL RECOGNITION

A special thanks goes to the following A&M AgriLife personnel for their support of the program. District 11 Extension Agents; District 11 Extension Administrator, Donnie Montemayor.

SPONSORS

Coastal Bend Classic would not be possible without the continued support of countless sponsors for their time & effort promoting the program.

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> • Purina Mills Honor Show Chow Texas Dealer • Texas Farm Bureau (Nueces, San Patricio, Goliad & Refugio Counties) • Anderson Bean Boot Company • Lonestar Country Store • Allied Feeds—Ful-O-Pep—Cuero, TX | <ul style="list-style-type: none"> • Beeville Livestock Commission • Victoria County Adult Leaders • Nueces Co. 4-H Livestock Fund • Refugio 4-H Booster Club • Bee County 4-H • Bar None Meat Goats • Lavaca County 4-H • Texas A&M AgriLife Extension Service - State Validation Fund | <ul style="list-style-type: none"> • Texas Ag Finance • Weaver Livestock • Horn Livestock • Merrell Lease Services • Legacy Preschool • Circle T Veterinary Services – Dr. Tobin Pennington • Show Time Magazine |
|--|---|---|

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RELEVANCE

The 4-H program continues to face competition for participation from other youth groups and the general busy schedule of the modern family. Though we offer life skills training and impressive opportunities for youth development, the twenty first century youth have many options and their families have many competing priorities. Simply put, families make choices regarding youth participation, and in order to stay relevant 4-H needs to be a priority in the family planning process.

The nemesis to creating this priority is the overscheduled and complicated nature of the work Extension professionals conduct. We cannot continue to add new programs and events to an already stretched workload, yet in order to maintain and grow the priority of 4-H we need to continue to offer new and innovative programming.

The tactic long employed to fit 4-H in the family schedule has been to reduce the amount of commitment 4-H requires and simplify the program and the event. To a point this strategy has worked, but taken to an extreme it begins to erode the foundation of the educational effort at hand. It also lessens the overall value of the 4-H Youth Experience. When a program is shortened at the expense of recognition and celebration of accomplishment, it is easy to delude oneself into thinking the educational objectives are still being met while in reality we have reduced the enticement of youth to continue to learn and participate in our program.

RESPONSE

The response of Southeast District 9 has been to host an event called “Big Time in D9” and replace many smaller events with this overarching two-day conference and competition. 2013 will be our 3rd time to conduct this event in this format with the addition of many educational and entertainment opportunities. Thirteen 4-H competitions/events were combined in “Big Time in D9,” resulting in the elimination of four weekends devoted to District 4-H activities. Doing this freed Extension employees to re-balance work and family and re-evaluate the time they spend on county programs without the burden of hosting multiple district events across multiple weekends.

“Big Time in D9” also took a step toward making 4-H participation a priority in the lives of youth participants. With thirteen events happening in one weekend we were able to combine resources and create synergy beyond the level any one event could create on its own. This provided the opportunity to create large, elaborate, recognition events in which youth could “walk the stage” in front of an audience of 300 plus people. It also generated financial resources that translated into improved awards. By combining these events, youth were also exposed to 4-H opportunities they had previously not seen. The response can be summarized as an effort to combine the work we do into an intensive, targeted, youth development experience that not only reduces the extension workload but also becomes a priority for family involvement.

RESULTS

Evaluation. Increase in life skills of youth participating in “Big Time In D9” were measured using an instrument that targeted 16 potential life skills. These Skills ranged from Setting goals to Public Speaking. All 16 of these skills showed half or more of youth responding with an increase in their abilities. Table 1 shows percentage change in all of the life skills evaluated. Highlights in these results include 50% of respondents indicating a high increase in their ability to speak comfortably in front of others, and 45% of respondents showing a high in their ability to present.

Summary Highlights

- Over 350 youth competed in the Big Time in D9 Event
- Educational sessions were hosted in addition to the contests resulting in huge positive feedback
- Volunteer and county agent satisfaction was overwhelmingly positive for the two day Big Time concept



Table 1

Question	Not increased	Increased a little	Increased some	Increased a lot
As a result of my involvement in Big Time in D9 My ability to:	%	%	%	%
Set goals for myself has...	5	32	36	27
Appreciate the differences in others has...	14	14	36	36
Accept criticism from others has...	14	23	32	32
Show respect for others and their feelings has...	14	14	36	36
Have a positive attitude toward others has...	10	10	43	38
complete my obligations and follow through with my promises has...	9	14	32	45
resolve conflict and differences of opinions easily has...	32	5	32	32
listen well to what others have to say...	14	18	27	41
comfortably speak in front of others has...	0	14	36	50
be an organized person has...	27	9	36	27
record information accurately has...	27	23	27	23
serve in leadership roles has...	9	23	27	41
cooperate with others has...	9	18	27	45
work toward a career interest has...	14	18	36	32
speak convincingly in public has...	14	14	36	36
self confidence in presenting has...	5	18	32	45

Satisfaction. In addition to gaining life skills satisfaction of the program was of key importance. In order to achieve the objectives of the event and encourage 4-H as a priority in the family it was important to create an event that met the needs of 4-H members. All of the satisfaction measurements were rated with at least 80% of respondents being satisfied. Over 90% of respondents were somewhat to very satisfied with the location of the event and 93% of respondents were satisfied with the overall management of the event. Table 2 shows a detailed summary of satisfaction results.

Table 2

Question	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied
How Satisfied are you with the following parts of the activity?	%	%	%	%	%	%
Location of Big Time in D9	3	6	8	15	39	28
Facility – Alvin Community College	0	3	1	15	51	30
Agenda for the event / Schedule	1	3	4	16	51	24
Time of Year / Date Selection for the event	0	1	3	11	53	31
Quality and appropriateness of contest area - setting of your contests	1	1	4	13	53	27
Preparedness of Judges and Contest Officials	1	1	6	11	46	34
Quality of Awards	0	1	10	15	34	39
Number of places awarded	0	0	0	10	51	39
Overall management of the contests you participated in or witnessed	0	4	4	8	46	37

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RELEVANCE

1.1 million households in Texas have at least one dog and a child under 18 years of age. With the sheer volume of the audience, the Dog Project holds vast potential for youth development. Couple this with the fact that the majority of these youth live in urban areas where traditional livestock projects are not practical and the Dog Project quickly becomes a viable alternative. Some of the same life skills of Responsibility, Animal Husbandry, Character Education, and Commitment that are taught using Livestock projects can be taught using the dog. This proven youth development tactic of pairing youth with livestock can be replicated in the small animal area of the dog project. Advantages of using the dog include, reduced price, reduced facility needs, prior ownership, and established connection between the project animal and the 4-H family.

Summary Highlights

- There were 620 entries in the Texas 4-H Dog Show.
- 8 of the 12 measures of satisfaction were favorable for 90% of participants.
- 70% of youth participating showed an increase in 17 life skills measured.

RESPONSE

The Texas 4-H Dog Show has been a great success for more than 40 years! Competitors from all over the state, ranging in age from 8 to 18 using all breeds, including mixed, are welcome to compete after they have met the minimum requirements. Dog and 4-H member teams can compete in seven different events, such as: obedience or rally, agility, conformation, showmanship, drill team, and/or costume.

This great tradition of Dog exhibition continued in 2013 with the State 4-H Dog Show being hosted in Conroe Texas. 5 County Extension agents and 22 volunteer leaders worked to offer an educational and exciting competitive event. Over 130 youth participated using 140 dogs for a total of 620 entries.

RESULTS

Evaluation: Increase in life skills of youth participating in the Texas 4-H Dog Show were measured using an instrument that targeted 21 potential life skills. These Skills ranged from setting goals to training dogs. 17 of these 21 skills showed 70% or more of youth responding with an increase in their abilities. Table 1 shows percentage change in all of the life skills evaluated. Highlights in these results include 82% of respondents indicating some increase to a lot of increase in their ability to train dogs and 100% of respondent indicating an increase in their ability to listen to what others have to say. 13 out of the 21 life skills received over 80% agreement in the fact that the skill had increased as a result of participation in the Dog Show.

Table 1. Life Skills Attainment

Question	Not increased	Increased a little	Increased some	Increased a lot
	%	%	%	%
ability to set goals for myself has...	18	0	27	55
ability to appreciate the differences in others has...	20	10	10	60
ability to accept criticism from others has...	10	0	30	60
ability to show respect for others and their feelings has...	27	0	9	64
ability to have a positive attitude toward others has...	27	0	9	64
ability to complete my obligations and follow through with my promises has...	18	9	18	55
ability to resolve conflict and differences of opinions easily has...	27	0	27	45

ability to comfortably speak in front of others	18	0	45	36
ability to listen well to what others have to say...	0	27	27	45
ability to be an organized person has...	27	18	27	27
ability to record information accurately has...	18	27	18	36
ability to serve in leadership roles has...	27	27	9	36
ability to cooperate with others has...	27	18	0	55
ability to work toward a career interest has...	18	27	27	27
ability to read, understand and follow rules has...	18	9	18	55
ability to respect the decision of the judge...	20	20	20	40
understanding of the responsibilities of dog ownership...	18	27	9	45
knowledge of feeding, care, handling and grooming has...	27	9	0	64
ability to train dogs has...	18	9	27	45
knowledge of dog health regulations has...	27	18	9	45
understanding of basic animal science principles has...	18	18	27	36

Satisfaction. In addition to gaining life skills satisfaction of the program was of key importance. In order to achieve the objectives of the event and encourage continued participation in 4-H and the Dog Project it was important to create an event that met the needs of 4-H members. All of the satisfaction measurements were rated with at least 85% of respondents being satisfied. 89% of respondents were somewhat to very satisfied with the management of the Texas 4-H Dog Show. Of the 12 satisfaction indicators measured 8 of them had a 90% satisfaction rate or higher.

Table 2. Satisfaction Results

Question	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied
	%	%	%	%	%	%
Online Registration Process	0	0	2	14	34	50
Location of the Dog Show	0	2	0	18	43	36
Facility - Montgomery County Fair Grounds	0	0	0	16	39	45
Agenda for the event / Schedule	0	2	11	14	23	50
Time of Year / Date Selection for the event	0	0	5	30	34	32
Quality of rings and class preparation	2	2	7	5	36	48
Preparedness of Judges and Contest Officials	5	5	5	5	34	48
Quality of Awards	0	0	2	5	38	55
Number of places awarded	0	2	2	7	37	51
Overall management of classes you participated in	0	0	11	9	25	55
Holding and crating area	2	2	2	16	41	36
On site registration process	0	0	0	14	35	51



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RELEVANCE

Teenage youth in Southeast District 9 are seeking opportunities to advance their leadership skills and make themselves more marketable for higher education and employment. County 4-H programs need trained teenage youth for leadership positions in the county.

RESPONSE

4-H members from 14-19 years of age participate in a camp experience for two nights and three days. They are taught leadership lessons and specific subject matter training through concurrent sessions and large group activities. Educational activities and teaching sessions are led by youth with the assistance of adult facilitators.

The over arching objective of Leadership Lab is to prepare teen leaders from the 18 counties in District 9 for leadership roles. These roles might be at the county level, county committees, or their clubs. Participants will take leadership lessons from lab and share it with members back in their counties.

RESULTS

Table 1 shows the level of understanding that participants gained related to specific leadership skills. This understanding was conveyed by self-assessment through a retrospective – post survey. Understanding of the strengths needed to be a leader showed the highest increase at 66.9%. The lowest increasing item was “importance of cooperation, however 50.4% of respondents still show an increase in this leadership area. All of the items surveyed showed the highest increase between the good to excellent category. It is worth noting all of the leadership concepts measured showed an increase in understanding by half or more of the participants.

Table 1. Level of understanding of Leadership N=118

Item	% Indicating increase in Understanding	Good to Excellent	Average to Good
Knowledge of Team Work	55.1% (65)	35.6% (42)	8.7% (11)
Knowledge of Public Speaking	51.7% (61)	33.1% (39)	10.2% (12)
Strengths needed to be a better leader	66.9% (79)	36.4% (43)	14.4% (17)
Responsibilities of being a leader	50.4% (60)	35.6% (42)	8.4% (10)
Importance of cooperation	50.4% (59)	35.9% (42)	5.1% (6)

4 point scale: Poor, Average, Good, Excellent

Table 2 shows changes in intended leadership Behavior. Those behaviors included: working in a team, serving as a leader, speaking to others, public speaking and making decisions. Over 81% of all respondents indicated they are more comfortable with all of these leadership behaviors. Comfort level while speaking to others ranked highest with 88.6% of respondents answering affirmative. Overall most participants answered favorably to the impact District 9 Leadership Lab had on their future leadership behaviors. In answer to a question not included in table 2 97.1% of participants responded that they “intend to implement activities or ideas learned at Leadership Lab in their county.

Summary Highlights

- Over 97% of youth attending intend to use activities and ideas learned at Leadership Lab back in their county.
- Changes in all leadership behaviors measured were experienced by more than 86% of participants.
- 92% of participants feel they learned things that will help them make better leadership decisions.

Table 2. Changes in Leadership Behavior N= 127

		n	%
I am more comfortable working in a team because of what I have learned	Yes	106	87.6%
	No	8	6.6%
	Unsure	7	5.8%
I am more confident in my abilities as a leader because of what I have learned	Yes	106	88.3%
	No	5	4.2%
	Unsure	9	7.5%
I am more comfortable speaking with others because of what I have learned	Yes	109	88.6%
	No	7	5.7%
	Unsure	7	5.7%
I am more confident with public speaking because of what I have learned	Yes	98	81%
	No	14	11.6%
	Unsure	9	7.4%
I am more confident in making decisions because of what I have learned	Yes	105	86.1%
	No	6	4.9%
	Unsure	11	9%





RELEVANCE

Healthy living has been always been at the core of the 4-H program and remains a foundation of our pledge. The 4-H program strives to equip youth with healthy living knowledge and skills that will prepare them physically, emotionally and socially to meet the challenges of the 21st century. Health and wellness are imperative to citizens in all aspects of their everyday life and include such factors as diet and exercise along with prevention and management of chronic diseases.

The issues of child obesity and inactivity are serious problems for our country. The Center for Disease Control reports that childhood obesity has more than doubled in children and tripled in adolescents in the past 30 years. In addition, the percentage of children aged 6–11 years in the United States who were obese increased from 7% in 1980 to nearly 18% in 2010. Similarly, the percentage of adolescents aged 12–19 years who were obese increased from 5% to 18% over the same period.

RESPONSE

In order to prepare youth for life time skills that will improve their overall quality of life, the 4-H Fitness Challenge was developed. There is a need for 4-H members to have the opportunity to increase their enthusiasm about lifetime fitness and realize that physical activities are imperative to a healthy lifestyle. In 2013, several advances were made in developing the project.

- The Department of Sports and Exercise Sciences of West Texas A&M University partnered with the Texas 4-H program to develop age appropriate base line fitness activities for participants. The activities measure: aerobic capacity; body composition, muscular strength, endurance, and flexibility based on age and gender.
- Fuel Up to Play 60 agreed to sponsor 4-H fitness challenge activities by providing resources, t-shirts, and advertising to public schools.
- The Fitness Challenge committee scheduled a Fitness Challenge Kick Off. The event included participating in baseline exercise activities, access to the WTAMU wellness center (swimming, running, & rock climbing) as well as a free admission to a West Texas A&M Buffs Football game.

UPDATE

Unfortunately the Fitness Challenge Kick Off was not an event 4-H members were interested in. The Kick Off was open to the North Region of Texas (Districts 1, 2, & 3) and upon the last day of registration no one had committed to participate. Several factors have been discussed by the committee as possible reasons for this disappointing response.

- Lack of training for County Extension Agents and /or 4-H members to move the project forward.
- Bad timing within the 4-H year. The Kick Off was scheduled for November 2013.
- Promotion of the Kick Off was done primarily by social media as opposed to personal invitations from 4-H members and volunteers.

WHAT'S NEXT

- Development of fitness curriculum materials that can easily be followed by youth and adult volunteers with little to no fitness background.
- Development of an online tracking system that would encourage 4-H members to strive for regular physical activities of their choice. 4-H members could set personal goals or participate in customized challenge activities designed by

Summary Highlights

- *Regular physical activity positively impacts every aspect of a person's life.*
- *Increasing the physical activity of youth is one way to combat the serious issue of childhood obesity in the United States.*
- *Healthy living has always been at the core of the 4-H program and pledge. It's our goal to help youth become more productive citizens by teaching the lifetime skill of physical activity.*

the project leader.

- Fun events throughout the year such as a Color Run that keep participants exercising.
- A committee made up of youth and adult volunteers to assist with finding project activities that are of interest to today's youth.

SPECIAL RECOGNITION

The graduate students under Dr. Vanessa Fiaud of West Texas A&M University spent countless hours developing the exercise assessments for the 4-H Challenge Contest. Fuel Up to Play 60 education representative for public schools, Sara Robbins, and the Fitness Challenge Committee made up of Extension personnel: Shonna Covin, Wendy Hazzard, Charli Weatherford, Jackie Ferrell and Tina Hicks.



Contact:



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:

- 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.
- 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.
- Enhance new agents' recognition and understanding of the importance of volunteers in the 4-H program and their relationship with these volunteers.
- 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 shared and has served as a guide for training new County Extension Agents in conjunction with Extension Foundations.

In 2013, 39 new County Extension Agents participated in the 4-H FCS 101 training. At the conclusion of the training, they completed a retrospective post evaluation to reveal their perceptual knowledge gained. Results are summarized in the tables below.

Summary Highlights

- The 4-H FCS 101 training program is designed to equip new County Extension Agents with the knowledge, resources, and tools to manage and lead 4-H FCS projects at the county level.
- In 2013, 39 new Agents participated in 4-H FCS 101 training.
- Participants indicate an increase in knowledge of 4-H FCS projects, the importance of project planning, the project goal setting process, resources, volunteer roles and function of a task force.

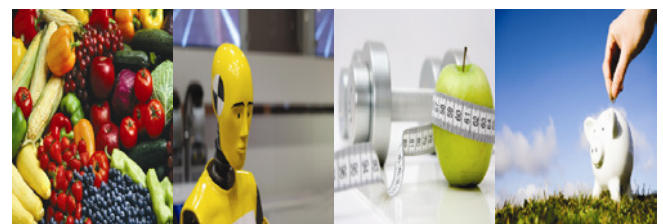


Table 1. Participants' perceptual knowledge of 4-H FCS Program Management.

Participants' understanding of:	Before the Program	After the Program	Change	% Change ¹
Knowledge of FCS contest resources	1.71	3.26	1.55	90.77%
The purpose of 4-H FCS 101	2.00	3.61	1.61	80.26%
Functions of a task force	2.05	3.39	1.34	65.38%
4-H volunteer roles	2.08	3.38	1.30	62.34%
Project goal setting process	2.13	3.45	1.32	61.73%
Importance of project planning	2.32	3.50	1.18	51.14%

Green indicates change greater than 80%, blue is for 65-79%, and yellow is for change less than 65%.

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

Knowledge of Projects	Before the Program	After the Program	Change	% Change ²
Housing & Home Environment Project	1.13	3.16	2.03	179.07%
Safety Project	1.29	3.24	1.95	151.02%
Health Project	1.55	3.29	1.74	111.86%
Consumer Education Project	1.61	3.45	1.84	114.75%
Clothing & Textiles Project	1.92	3.37	1.45	75.34%
Food & Nutrition Project	2.21	3.63	1.42	64.29%

Green indicates change greater than 150%, blue is for 100-149%, and yellow is for change less than 100%.

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

- 37 of 38 (97.4%) of the participants plan to develop a project timeline and/or calendar for all 4-H FCS Projects.
- 36 of 38 (94.7%) of the participants plan to use the 4-H FCS 101 Resource Guide when managing 4-H FCS Projects in their county.
- 35 of 38 (92.1%) of the participants plan to use the contest resources provided in the 4-H FCS 101 Resource Guide.
- 35 of 38 (92.1%) of the participants would recommend the use of the 4-H FCS 101 Resource Guide to other County Extension Agents.
- 34 of 38 (89.5%) of the participants plan to use the tools provided in the FCS 101 Resource Guide when working with my task force(s).
- 34 of 38 (89.5%) of the participants plan to share the 4-H FCS Project Information with my 4-H members and volunteers.
- 34 of 38 (89.5%) feel like what they learned provides them the ability to manage the 4-H FCS projects in their county.
- 29 of 38 (76.3%) of the participants plan to share the project goal setting worksheet with their 4-H project leaders.

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RELEVANCE

The 4-H Food and Nutrition Project has historically been one of the most popular of all projects offered. It 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.

The percentage of the food budget spent on away-from-home food has increased steadily since the 1970s. Consequently, the proportion of calories provided by away-from-home food has also increased, in addition to larger portions and higher costs. This trend, coupled with the fact that Texas has a child obesity rate of 20.4% (ranked seventh in the nation), indicates a need to teach youth nutrition and how to prepare healthy, nutritious meals and snacks.

RESPONSE

In order to provide youth enrolled in the Food and Nutrition Project with an opportunity to exhibit the knowledge and skills gained through project experiences, the 4-H Food Challenge was created. Teams of three to five youth create dishes using only a predetermined set 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

In 2013, 38 teams, made up of 158 youth, participated in the 4-H Food Challenge at the state level. Upon completion of the contest, participants were 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. 147 youth (93%) completed the evaluation. The evaluation results are summarized below.

Summary Highlights

- *The rate of overweight and obese children in Texas presents a need to teach youth nutrition and healthy food preparation.*
- *More than 158 youth participated in the state 4-H Food Challenge in 2013.*
- *Results indicate that youth are gaining an understanding of My-Plate, how to alter recipes, cooking methods, the functions of nutrients, and basic cooking skills, all while fostering leadership and teamwork.*



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

Participants' understanding of:	Before the Program	After the Program	Change	% Change ¹
My Plate	2.47	3.62	1.15	46.6%
How to alter a recipe according to dietary needs	2.51	3.60	1.09	43.4%
Food nutrients and their functions	2.55	3.59	1.04	40.8%
The purpose of different cooking methods	2.62	3.59	0.97	37.0%
How to plan and prepare a recipe	2.74	3.71	0.97	35.4%
The importance of food safety	3.12	3.84	0.72	23.1%
Kitchen safety	3.24	3.82	0.58	17.9%

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

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

Additionally, 138 participants (89.6%) indicated that what they learned has provided them with the ability to make better leadership decisions.

Examples provided:

- Teamwork (28)
- Communicate, including listen (16)
- Decision making (9)
- Teach others (6)
- More confidence in leading (5)
- Importance of following (4)
- Public speaking (3)
- Time management (2)
- Responsibility (2)
- Serve others (2)

Participants also indicated the following changes in behavior based on what they learned and as a result of participating in the 4-H Food Challenge.

- 126 (85.7%) have changed the way they handle and prepare food.
- 120 (81.6%) have planned or prepared a recipe at home.
- 116 (78.9%) have made healthier food choices.
- 109 (74.1%) have altered a recipe according to dietary needs.

Participants also revealed the following perceived changes in behavior as a result of participating in the 4-H Food Challenge.

- 136 (93.8%) have the ability to make better leadership decisions.
- 132 (90.4%) are more comfortable working in a team.
- 126 (86.3%) plan to do a better job of following through on obligations.
- 126 (86.3%) are more willing to listen to others.
- 125 (85.0%) are more comfortable serving in a leadership role.
- 122 (83.6%) are more comfortable with speaking with others.

Participants also had the opportunity to list the most significant thing they have applied because of the 4-H Food Challenge. Some answers included:

- Healthier food choices (26)
- Teamwork (23)
- Altering recipes/making substitutions (16)
- Cooking/Food preparation skills (15)
- Food safety (14)
- Leadership (12)
- Public speaking skills (8)
- Kitchen safety (5)
- My Plate (4)
- Nutrition (3)
- Cooking at home (3)
- Communication (2)
- Trying new foods (2)
- Dedication (1)
- Improved work ethic (1)



RELEVANCE

The Texas 4-H & Youth Development Program gives youth the opportunity to explore a wide variety of project areas. Within the positive learning experiences offered through each 4-H project, youth are also given the opportunity to explore higher education and career opportunities which may influence future life decisions. Building leadership, citizenship and life skills through 4-H projects enhances responsibility, builds character, and helps develop communication skills that are used in all career fields.

Giving youth the opportunity to try out a variety of career options through job shadowing, short-term volunteer projects, and events that allow for in-depth experiences can help them make decisions about career interests (Walker, 1987).

RESPONSE

MASH Camp is a three-day, two-night camp that provides hands-on learning experiences, giving youth the opportunity to explore careers in medicine, accident and safety prevention and health through activities, discussions, and simulations.

During the three-day, two-night camp, youth participated in activities and interacted with professionals from the Texas A&M College of Medicine, Health Science Center, Department of Health and Kinesiology, first responders, law enforcement officers, and Extension's passenger safety and alcohol awareness teams to explore and discover career opportunities.

The camp was offered to youth entering the 7th, thru 10th grade in the 2013-2014 academic year, with 38 youth participating. Four youth, who are members of the Texas 4-H Healthy Lifestyles Advisory Board, served as teen leaders and activities throughout the camp. Membership in the 4-H program was not a requirement for participation in MASH Camp.

RESULTS

Participants indicated their perceptual knowledge related to careers before and after MASH Camp. Results are summarized in the table below.

**Summary Highlights**

- *A young person's family, school and community, and the relationship among them, has a major impact on the career path one chooses.*
- *MASH Camp offers youth an overview of a variety of careers related to medicine, safety and health.*
- *Participants increased their understanding of a variety of careers related to medicine, safety and health.*

Participants' understanding of:	Before the Program	After the Program	Change	% Change
Careers in research	1.56	2.44	0.88	56.72%
Careers in exercise and sports science	1.84	2.63	0.79	43.04%
Careers in first response	1.91	2.72	0.81	42.68%
Careers in law enforcement	1.93	2.74	0.81	42.17%
Careers in the medical field	2.12	2.98	0.86	40.66%

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

As a result of participating in MASH Camp,

- 32 (86.5%) strongly agree or agree that they are more aware of career opportunities in the health/medical field.
- 32 (86.5%) strongly agree or agree that they are more aware of the diverse career opportunities in health/medicine.
- 31 (81.6%) strongly agree or agree that they are more interested in a health/medical related major now more than ever.
- 29 (78.4%) strongly agree or agree that they are aware of degree programs offered related to health, medicine, and first response.
- 29 (78.4%) strongly agree or agree that they were exposed to aspects of health/medicine that they could not have found anywhere else in the Texas 4-H Program.
- 28 (75.7%) strongly agree or agree that they have considered what career they want to pursue after college.

One participant stated that the most significant thing learned at MASH Camp was, *“there is a lot more to the health care profession that I realized.”*

Another stated that because of MASH Camp, *“I learned about different career options and what I may pursue in college.”*

At the conclusion of 4-H MASH Camp, participants were asked to complete an evaluation. All participants completed the evaluation, which captured their satisfaction with the program, and knowledge of careers gained as a result of participating.

Satisfaction with MASH Camp.

- 38 (100%) were completely or mostly satisfied with MASH Camp.
- 38 (100%) were completely or mostly satisfied with the College of Medicine activities.
- 38 (100%) were completely or mostly satisfied with the Health Science Center simulations.
- 34 (89.5%) were completely or mostly satisfied with the safety and accident prevention activities.
- 29 (76.3%) were completely or mostly satisfied with the Recreation Center activities.
- 21 (55.3%) were completely or mostly satisfied with the exercise and sports nutrition research lab.

Participating in MASH Camp confirmed the goal of many to enter the medical field.

Evaluation results indicated:

- Prior to participating in MASH Camp, 31 youth (81.6%) indicated they plan to explore a career in the medical/health field.
- After participating in MASH Camp, 32 youth (86.5%) indicated they plan to explore a career in the medical/health field.



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RELEVANCE

The opportunities for our youth, volunteers and the 4-H Program continue to grow. With this growth comes the need to prepare and provide volunteers with the highest quality resources and training possible. As the Texas 4-H & Youth Development Program continues to expand and become more vital to the youth of Texas, it is imperative that the 4-H volunteer network is effectively engaged and empowered to lead educational programs and further develop youth.

RESPONSE

The statewide 4-H Volunteer Conference, hosted by the Texas 4-H & Youth Development Program, was held in Plano, July 12-13, 2013. A total of 112 people attended the conference, comprising 82 volunteers, 12 County Extension Agents and Program Assistants, 11 Extension Specialists and six administrators. Participants represented 33 counties from across the state.

The conference kicked off with guest speaker, Dr. Candace Bird, sharing her experiences working as the Chief of Child and Youth Programs for the United States Air Force. A 4-H program update was also provided by Dr. Chris Boleman, Texas 4-H Program Director. More than thirty educational workshops, conducted by Specialists, County Extension Agents, Program Assistants and volunteers, were conducted throughout the conference, presenting volunteers a variety of options for project training and leadership development.

RESULTS

At the conclusion of each educational workshop, volunteers were asked to complete a short, half-page evaluation. Volunteers rated their satisfaction with various aspects of each workshop they attended on a scale of 1 (not at all) to 5 (completely). The individual workshop evaluation results are summarized in the table below.

**Summary Highlights**

- As the 4-H program continues to grow, the need for trained and prepared volunteers is imperative.
- The 4-H Volunteer Conference brought together 112 volunteers, who were offered more than thirty educational workshops.
- As a result of participating in the conference, volunteers are equipped with the resources and knowledge needed to lead youth programs and are sharing the resources with others.



Table 1. Workshop Evaluation Summary

Session Title	#	Quality	Accuracy	Helpfulness	Relevance	Presenter's Knowledge	Value	Met my Expectations
Pre-Conference Workshop	16	4.75	4.75	4.63	4.75	4.88	4.75	4.69
4-H CONNECT	4	4.75	4.75	4.50	4.75	5.00	4.75	4.50
The 4-H Project Experience	18	5.00	5.00	5.00	5.00	5.00	5.00	5.00
4-H Recordbooks	17	4.94	4.94	4.94	4.88	4.94	4.94	4.88
Ag Product ID	12	4.75	4.75	4.83	4.83	4.83	4.83	4.92
Egg to Plate	8	4.75	4.75	5.00	5.00	4.75	5.00	5.00
Embracing the Space: Social Media & 4-H	12	4.67	4.83	4.67	4.83	4.83	4.92	4.50
Entomology & Beekeeping	6	4.83	5.00	4.83	4.83	5.00	4.83	4.83
Fashion Storyboard	7	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Flying High with Rockets	6	4.50	4.67	4.83	4.67	4.83	4.50	4.50
FSA: Rural Youth Loans	3	5.00	5.00	5.00	5.00	5.00	5.00	4.67
Fun Meetings	15	4.93	4.93	4.93	4.93	5.00	5.00	4.93
Horse Project	9	5.00	5.00	4.88	5.00	5.00	5.00	5.00
How Do You Play That	1	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Incredible Water Journey	4	4.75	4.75	4.75	4.75	4.75	4.75	4.75
International Exchange	4	5.00	5.00	4.75	5.00	4.75	4.75	4.75
I-Robot	12	4.67	4.83	4.92	5.00	4.83	4.83	4.92
National Opportunities	6	4.83	5.00	4.50	5.00	5.00	4.50	4.50
Photography	13	4.85	5.00	4.92	4.92	5.00	4.92	4.85
Poultry	2	5.00	5.00	5.00	5.00	5.00	5.00	5.00
4-H Scholarships	9	5.00	5.00	5.00	4.78	5.00	5.00	5.00
Using Social Media in Club Management	8	4.88	4.88	4.75	4.75	4.88	4.75	4.50
Sports Nutrition	3	4.67	4.67	4.67	5.00	4.67	4.67	4.00
Summer Fun Activities	16	4.69	4.81	4.75	4.81	4.88	4.69	4.63
The 3 P's	13	4.61	4.61	4.61	4.23	4.85	4.38	4.00
Tools of the Trade	13	4.92	4.77	4.85	4.92	4.85	4.92	4.77
Trashion Fashion	12	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Who Do You Look Up To?	11	4.1	4.91	4.73	4.91	4.91	4.81	4.81

In an effort to ascertain what the participants returned to their counties and implemented, a follow-up behavioral survey was administered. One week after the conference, volunteers were asked to complete an online evaluation. Fifty

volunteers (61% response rate) completed the online conference evaluation, which was available for two weeks. The results are summarized below.

Satisfaction with Conference:

- 45 of 49 (92%) indicated they were completely or mostly satisfied with the 4-H Volunteer Conference.
- 31 of 33 (94%) indicated they were completely or mostly satisfied with the Friday night dinner and general session.
- 44 of 48 (92%) indicated they were completely or mostly satisfied with the variety of workshops offered at the conference.
- 46 of 48 (96%) indicated they were completely or mostly satisfied with the length of the workshops offered at the conference.
- 37 of 48 (77%) indicated they were completely or mostly satisfied with the location of the conference.

Based upon their participation in the 4-H Volunteer Conference:

- 44 of 44 (100%) strongly agree or agree that what they learned provides them with the knowledge and ability to be a better 4-H volunteer.
- 44 of 44 (100%) strongly agree or agree that they plan to share with others what they learned at the conference.
- 43 of 43 (100%) strongly agree or agree that they plan to use the information gained from the conference in their role as a 4-H volunteer.
- 41 of 44 (93%) strongly agree or agree that they are more aware of the projects and opportunities the 4-H program has to offer.
- 39 of 44 (89%) strongly agree or agree that they were exposed to training they could not have found anywhere else in the Texas 4-H Program.

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4-H FACT



4-H young people are nearly 2 times more likely to participate in Science, Engineering and Computer Technology programs during out-of-school time (Grades 10 – 12)

RELEVANCE

Research conducted by Ronnie Jackson, City of Bryan Youth Services Coordinator, suggested more than 7,000 youth in Bryan do not have at home adult supervision after school and of this group only approximately 1,000 are currently enrolled in after school programs. This statistic, coupled with the link between unsupervised after-school time and adolescent deviance, presents a troubling situation. Fortunately, research also suggests youth involvement in quality after-school programming decreases exposure to risk factors and promotes positive outcomes including academic performance, increased physical activity, civic engagement, and increased self-confidence (Witt & Caldwell, 2010).

RESPONSE

The Youth Development After-School Program Lab (YDPL) met important educational and professional development needs for Texas A&M students while benefiting the community of Bryan, TX. The T.E.A.M After-School program ran a pilot program in the Spring of 2013 and served 6th- 8th graders at Davila Middle School. This program was conducted Monday and Wednesday for 10 weeks from 3:30 p.m. to 6:30 p.m.

This program not only served the abovementioned youth audiences but facilitated experiential learning for Texas A&M Youth Development students related to the implementation of youth programs, the administration and funding of youth organizations, the direct instructional contexts of individual students and small groups, and to the evaluation of and research involving youth programs.

RESULTS

The purpose of this data was to assess the impact that the activities had on students across multiple domains and inform full-scale development and implementation of the program for semesters to come. Domains considered included student reports of school belonging and grades, as well as school staff reports of students' academic performance.

Davila Middle School students who participated in the evaluation of this project were racially and ethnically diverse. Demographic information was not collected from teachers or staff participants. However, following is a breakdown of basic demographic information about the students who participated in this evaluation.

Davila Middle School Students

- 20 students in total participated
- 85% were female
- 15% were male
- 40% were in the 6th grade
- 50% were in the 7th grade
- 10% were in the 8th grade
- Race breakdown:
 - 50% Hispanic

Summary Highlights

- Program fills a much needed void in out of school time programming.
- Students reports indicate a positive increase in academic achievement and feelings towards importance of academics, connectedness, and other life skills.
- Those in instructor roles express positive thoughts on programs and wish to continue programming.

TEAM
Texans Embracing Aggies &
Encouraging Motivation



- 15% White
- 15% African American

Academic Achievement and Engagement. Overall, students demonstrated slightly higher grades, and less school suspensions. Additionally, students demonstrated more positive feelings towards Math and Reading by the end of the pilot program. They also indicated stronger feelings about the value of hard work in school for later success in life. Teacher reports of academic achievement suggest that students generally increased in their amount of class participation and effort. However, it also suggests that attention to class materials remained narrowed on what they found interesting rather than expanding to a general desire for knowledge attainment.

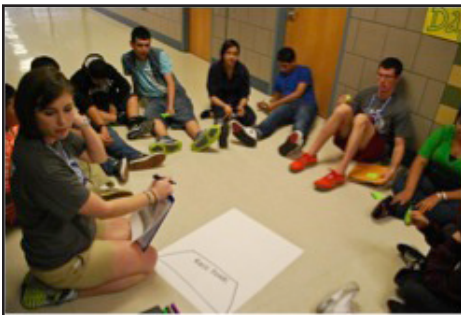


Health Activities. Changes in health related activities did not change as expected. Specifically, over the course of the program physical activity went down, while sedentary activity (playing on the computer/watching television) went up. This is possibly the result of weather changes in the state, specifically that the program started in the winter and ended closer to the hot Texas summer, but it is otherwise uncertain why this change was not as anticipated.

Life Skills and Leadership. Information across the domain of life skills and leadership were broken down into five general categories that cover various elements of general life/leadership skills.

- **Decision Making.** Students indicated a general increase in their inclination to think before they act in situations.
- **Thoughts.** Student reported feeling more able to handle life problems by the end of the 10-week program. They also indicated that they felt less open to new ideas. This decrease in open-mindedness appears comparable to teacher information suggesting students were less open to learning new material and could be attributed to the age appropriate development and a desire for greater independence.
- **Communication.** Students indicated a great ability to use eye contact, understand the perspective of others in discussions, and recognize general themes of ideas that are stated in different ways.
- **Goal Setting.** Students reported greater ability to accept feedback and set goals in a manner that helps them be more attainable (i.e., set smalls goals towards larger goals)
- **Problem Solving.** Questions pertaining to problem solving suggest that student’s felt their general ability to problem solve decreased towards the end of the program compared with the beginning. This suggests that students did not feel they participated in the problem solving techniques listed and provides an area of improvement for future manifestations of the program.
- **School Connectedness.** By the end of the program, students reported greater connection with their school. Specifically, students endorsed greater feelings of belonging and closeness, as well as more positive feelings towards the school. There was no change in perceived safety of the school, which was already relatively high for a majority of the students.

Some areas that the program can improve include a stronger focus on developing student’s efficacy and ability to problem solve in life situations and their motivation to participate in more physical activity and less sedentary actions. Additionally, a trend emerged that suggests that students demonstrated less open-mindedness towards the end of the program. Although this might be the result of developmentally appropriate shifts towards independence, it will likely be beneficial for the program to consider ways to continue to expose the students to new, and enjoyable activities.



Overall, reports from the children suggest that they enjoyed the program and would like to participate again. Multiple domains were positively impacted by this program during its short 10-week pilot run. There are areas that can be improved on, as highlighted above, to help the T.E.A.M leaders provide an even more beneficial program within the coming years. Results of this evaluation have been used to enhance the current implementation year.



RELEVANCE

Livestock Projects are traditionally one of the largest 4-H projects. As times have changed, there is a need to creatively disseminate information in an effort to educate three groups of people. 1) New County Extension Agents, who are often overwhelmed by the vast amount of knowledge required to properly assist and educate 4-H members and leaders. 2) Volunteer Leaders, who are hungry for additional information they can share with youth. 3) 4-H members themselves, who need to be educated and are actively looking for resources that will provide them the information they need. Often times these three groups of individuals simply do not know where to turn to find information that they can trust.

Summary Highlights

- Gained basic knowledge about livestock projects.
- Learned about additional opportunities in the livestock program (outside the show ring).
- Learned about the importance of leadership through their livestock projects

RESPONSE

By creating a single blog that focuses on three important aspects of livestock projects we provided that resource. The three areas that of emphasis were: Livestock Project Management, Opportunities in the Livestock Project, and Developing Leadership through the Livestock Project. Blog entries were entered monthly and timely information was provided. Contributors were 4-H Specialists in Districts 1 & 2, District Extension Administrators in Districts 1 & 2, and North Region Regional Program Leader for Agriculture, selected County Extension Agents, and Livestock Ambassadors from Districts 1 & 2.

RESULTS

Data was collected from the blog participants through a retrospective post-test conducted via the “Barn Talk” Facebook page.

Statement	Yes	No
Did you join the “Barn Talk” Facebook page	75%	25%
Did you find the “Barn Talk” Facebook page helpful?	75%	25%
Did you like the stock show pictures and results posted on the “Barn Talk” Facebook page?	86%	14%
Did you read the educational articles posted in the livestock blog?	86%	14%
Were the educational articles helpful?	100%	0%
Did you gain information to help with your family’s livestock projects from the educational article?	71%	29%
Did you gain any information to help with your family’s livestock projects from the items posted on the “Barn Talk” Facebook page?	86%	14%
Would you recommend a friend to join the “Barn Talk” Facebook page?	83%	17%



Demographics: The following section focuses on demographics of the “4-H Livestock Projects” blog and Facebook page conducted by District 1 and District 2 4-H programs:

- 88% of the participants were Caucasian/White
- 1% of the participants were Native American
- 63% of the participants were Male
- 38% of the participants were Female
- 88% of the participants show Cattle
- 88% of the participants show Swine
- 50% of the participants show Sheep
- 63% of the participants show Goats
- 25% of the participants show Rabbits



RELEVANCE

Recent studies indicate that the nation's obesity rate is rising, especially among children. Obesity can lead to other health related problems such as Type II Diabetes. Research shows that such conditions can be controlled with proper eating and physical activity. It is crucial that youth and adults are educated about healthy living. The 4-H Food & Nutrition project teaches youth these essential life skills and can also help them to teach others about proper nutrition.

RESPONSE

The 4-H Food Challenge is an event that can help teach youth the essential life skills related to not only healthy lifestyle choices, but also about teamwork, presentation, and problem solving. In this high-energy competition, youth work in teams of 3-5 members and are given a bag of "secret ingredients". They are timed for 40 minutes to prepare a recipe using no instructions. The final stage of the event is to present the new creation to the judges including information related to preparation steps, food safety, nutritional value, MyPlate, and cost per serving. Youth practice in their home counties through workshops, project meetings, and mock contests to prepare for the district contest.

Summary Highlights

- The nation's obesity rate is rising, especially among children.
- The 4-H Food Challenge is an event that can help teach you essential life skills related to healthy lifestyles, as well as team work, presentation, and problem solving.
- 83% of participants indicated they have made healthier food choices.



RESULTS

A retrospective-post evaluation was utilized to measure impact. A total of 228 of 263 (86.69%) evaluations were returned.

Behavior Changes

Participants indicated the following results because of what they learned by participating in the 4-H Food & Nutrition project and the 4-H Food Challenge:

- 206 of 223 (92.4%) of participants are more comfortable working in a team.
- 195 of 225 (86.7%) of participants planned or prepared a recipe at home.
- 194 of 225 (86.2%) of participants are more comfortable with speaking with others.
- 193 of 224 (86.2%) of participants are more willing to listen to others.
- 191 of 223 (85.7%) of participants said they are going to do a better job of following through on obligations.
- 186 of 224 (83.0%) of participants made healthier food choices.
- 186 of 224 (81.6%) of participants changed the way they handle and prepare food.
- 174 of 224 (77.7%) of participants are more comfortable with servicing in a leadership role (be a leader).
- 137 of 225 (60.9%) of participants altered a recipe according to dietary needs.

Knowledge Gained

Participants were asked to rank their knowledge before and after participating in the 4-H Food Challenge in seven areas based on a four-point scale. 1="Didn't know very much" (Poor), 2="Knew a little" (Average), 3="Knew a bunch" (Good), and 4="Knew a whole lot" (Excellent). The text below describes the participants' knowledge level before and after, as well as the percentage of participants that increased their knowledge. The table below shows the mean scores before and after, as well as the percent change. Percent change is calculated by (mean after – mean before) / mean before * 100.

- 124 of 225 (55.2%) of participants indicated a "Good" or "Excellent" understanding of MyPlate before the Food Challenge; increasing to 194 (86.1%) participants after the Food Challenge.

- 128 (56.9%) participants perceived that their level of understanding increased.
- 107 of 224 (47.7%) of participants indicated a “Good” or “Excellent” knowledge of food nutrients and their functions before the Food Challenge; increasing to 174 (77.7%) participants after the Food Challenge.
 - 130 (58.0%) participants perceived that their level of knowledge increased.
- 198 of 224 (88.4%) of participants indicated a “Good” or “Excellent” understanding of the importance of food safety before the Food Challenge; increasing to 271 (96.9%) after the Food Challenge.
 - 58 (25.9%) participants perceived that their level of understanding increased.
- 199 of 223 (89.2%) of participants indicated a “Good” or “Excellent” understanding of kitchen safety before the Food Challenge; increasing to 214 (96.0%) after the Food Challenge.
 - 53 (23.8%) participants perceived that their level of understanding increased.
- 146 of 223 (65.5%) of participants indicated a “Good” or “Excellent” knowledge of the purpose of different cooking methods before the Food Challenge; increasing to 190 (85.2%) after the Food Challenge.
 - 91 (40.8%) participants perceived that their level of knowledge increased.
- 161 of 219 (73.5%) of participants indicated a “Good” or “Excellent” understanding of how to plan and prepare a recipe before the Food Challenge; increasing to 206 (94.1%) after the Food Challenge.
 - 95 (43.4%) participants perceived that their level of understanding increased.
- 113 of 223 (50.7%) of participants indicated a “Good” or “Excellent” knowledge of how to alter a recipe according to dietary needs before the Food Challenge; increasing to 178 (80.3%) after the Food Challenge.
 - 109 (48.9%) participants perceived that their level of increased.

Statement	Before	After	Change	% Change
Knowledge of food nutrients and their functions	2.50	3.27	0.77	25.7%
Knowledge of how to alter a recipe according to dietary needs	2.54	3.23	0.69	23.0%
Understanding of MyPlate	2.67	3.41	0.74	24.7%
Knowledge of the purpose of different cooking methods	2.87	3.40	0.53	17.7%
Understanding of how to plan and prepare a recipe	3.09	3.59	0.50	16.7%
Understanding of the importance of food safety	3.45	3.78	0.33	11.0%
Understanding of kitchen safety	3.51	3.78	0.27	9.0%

Open Ended Responses

Youth were asked what biggest change they have made because of what they learned in the 4-H Food Challenge.

Selected responses include:

- 70 youth indicated they make healthier food choices.
- 27 youth indicated they better utilize team work skills.
- 17 youth indicated they practice kitchen safety skills.
- 11 youth indicated they learned more about MyPlate and nutrients.
- 8 youth indicted they practice better leadership skills.
- 5 youth indicated they practice food safety skills.
- 5 youth indicated they are more confident when speaking in front of others.
- Other responses included: understanding importance of balanced meals (6), experimenting with new foods (7), learning to prepare recipes (4).

Additional responses from youth:

- “Learning how to cook food and now I sometimes cook dinner for the family.”
- “I think about how I can vary what I eat to get the main food nutrients.”
- “It [Food & Nutrition project] helped me lose weight.”

Demographics

Demographic	Percent	Number
Ethnicity		
Hispanic	8.8%	20
Non-Hispanic	91.2%	208
Race		
White	87.3%	193
African American	2.7%	6
American Indian	2.7%	6
Asian	0.9%	1
Other Racial Group	6.8%	15

Demographic	Percent	Number
Gender		
Male	24.3%	54
Female	75.7%	168
Age		
Ages 10 and younger	20.9%	46
Ages 11-13	40.5%	89
Ages 14-18	38.7%	85

FUTURE IMPLICATIONS

Youth indicate they are learning more about healthier lifestyle choices, teamwork, speaking, and they are having fun while doing it. The Texas 4-H & Youth Development Program in District 8 will continue to educate youth through the 4-H Food & Nutrition project and will continue to offer the 4-H Food Challenge as an opportunity for 4-H members to showcase the knowledge and skills they gain in their project work in the setting of a friendly competition.



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4-H FACT



4-H girls are 2 times more likely (Grade 10) and nearly 3 times more likely (Grade 12) to take part in science programs compared to girls in other out-of-school time activities.



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, lambs, swine, and goats to learn more about the responsibilities that are attributed to raising and 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 2013 District 8 Holiday Classic was held at the Bell County Expo Center in Belton, Texas on November 9-10, 2013. The event was attended by approximately 1300 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 487 completed evaluations were returned, including 58 beef, 89 lamb, 125 swine, and 198 goats. Each participant was asked questions regarding intended behavior changes, number animals on feed, average price paid per animal, other livestock-related activities, demographic questions, and suggestions for future topics.

Intended Behavior Change

- **411 of 480 (85.6%)** participants indicated they learned new skills to help show their animal better.
 - **52 participants (10.8%)** indicated they already do this.
- **318 of 476 (66.8%)** participants indicated they will practice showing their animal at least three times per week.
 - **133 participants (27.9%)** indicated they already do this.
- **262 of 478 (54.8%)** participants indicated they will feed their animals at the same time every day.
 - **192 participants (40.2%)** indicated they already do this.
- **289 of 410 (70.5%)** participants will read their feed & medication labels to see if there is any withdrawal period.
 - **87 participants (21.2%)** indicated they already do this.
- **280 of 411 (68.1%)** participants indicated they would be a good sport both in and out of the show ring.
 - **128 participants (31.1%)** indicated they already do this.
- **273 of 410 (66.6%)** participants indicated they will check their animal everyday to look for signs of illness.

Summary Highlights

- *Texas youth are providing almost 15 million pounds of meat that enters the food supply annually.*
- *The Holiday Classic helps young livestock producers understand their role in providing a safe, wholesome product.*
- *85% of participants planned to take action or make a change based on what they learned at the Holiday Classic.*



- 130 participants (31.7%) indicated they already do this.
- 301 of 409 (73.6%) participants indicated they will follow Quality Counts practices both in and out of the show ring.
- 94 participants (23.0%) indicated they already do this.

Economic Impact

Of the 487 participants that responded to the evaluation, these 4-H members are producing an estimated value of \$587,667.30 that is impacting the livestock industry in Texas. In addition, an estimated 275,254 pounds of carcass are entering the food supply. The following chart indicates this information by species.

Species	Total	Total head of animals on feed from workshop participants	Average # per 4-H member	Average weight at market	Average Market Value	\$ Value of Finished Market Product ¹	Average dressing percentage	Estimated # of pounds of carcass into food supply ²
Beef	87	197	2.26	1256	\$1.35	\$334,033.20	61.20%	151,428.38
Swine	157	380	2.42	269	\$0.85	\$86,887.00	74.70%	76,358.34
Sheep	129	307	2.38	130	\$1.61	\$64,255.10	54.00%	21,551.40
Goats	240	584	2.43	90	\$1.95	\$102,492.00	50.00%	26,280.00
						\$587,667.30		275,618.12

¹Value of Finished Market Product = Average weight at market x Average market value x Total head of animals on feed from workshop participants

²Estimated # of pounds of carcass into food supply = Average weight at market x Average dressing percentage x Total head of animals on feed from workshop participants

When purchasing their beef, swine, sheep, and goat projects, youth indicated they spent an average of \$1318.18 for their beef animal, \$481.11 for a hog, \$562.82 for a lamb, and \$533.76 for a goat. Using these averages and multiplying by the number of head these youth have on feed, they are contributing an estimated **\$927,003.64 to the livestock industry** in the state of Texas when purchasing their animals. The following chart provides more detailed information.

Species	Did not purchase this animal	Price Range						Average price paid ¹	Total head of animals on feed from workshop participants	Average price paid per animal x total head on feed ²
		\$150	\$450	\$750	\$1,050	\$1,350	\$1,500			
Beef	27	2	2	5	3	14	40	\$1,318.18	197	\$259,681.82
Swine	21	24	89	11	7	2	2	\$481.11	380	\$182,822.22
Sheep	8	13	60	33	9	2	0	\$562.82	307	\$172,785.90
Goats	34	50	87	34	11	7	8	\$533.76	584	\$311,713.71
										\$927,003.64

¹Averages per species were calculated by multiplying by the midpoint of the price range respondents selected by the number of animals purchased at that price range.

²The total estimated contribution was calculated by multiplying the average price per animal by the total head of animals on feed by respondents.

Demographics

Years attended the Holiday Classic	Total	
	#	%
1 year	251	53.6%
2 years	108	22.2%
3 years	59	12.1%
4 years	19	3.9%
5 years or more	31	6.4%

School Grade of participants	Total	
	#	%
Elementary (Grades 3-5)	136	30.1%
Middle School (Grades 6-8)	132	29.3%
High School (Grade 9-12)	183	40.6%



Significant Results

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

- Overall, 37% of participants are attending the Holiday Classic as their only livestock project training.
- Overall, 85% of participants indicated they plan to make at least one change or take action based on the knowledge they learned at the Holiday Classic.
- Over half (54%) of the participants are first-time attendees. Additionally, when first-time attendees are combined with second-time attendees, it totals almost 75% of participants.
- Showmanship continues to be the most requested topic for future discussion, followed by pre-show preparation exercise/handling, and what to do at the show.

Future Plans

Results indicate that youth are adopting practices and gaining the knowledge that instructors have set out to teach. This project training is targeted at new feeders and since there are new feeders every year along with the high levels of intended behavior change, 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 so that a safe, wholesome product will enter the food supply. Results of this event and future events will be utilized to improve and modify the District 8 Holiday Classic.



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4-H FACT



*4-H'ers are nearly 2 times more likely
to make healthier choices (Grade 7)*

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 its youth members involved in the program. Youth are able to develop these skills at numerous activities and events conducted at the county, district, and state levels. This program was targeted towards 4-H members ages 13-18 years old in the District 8 4-H program including the following 21 counties: Bell, Bosque, Comanche, Coryell, Eastland, Ellis, Erath, Falls, Freestone, Hamilton, Hill, Hood, Johnson, Leon, Limestone, McLennan, Milam, Navarro, Robertson, Somervell, and Williamson.

RESPONSE

Each June, the District 8 4-H & Youth Development program offers a three-day, two night event called Leadership Lab as a tool to further teach and develop the life skills of our teenage 4-H members. The workshops this year were focused primarily on learning about safety while driving through a program offered by Texas A&M AgriLife Extension Service's Passenger Safety Program, as well as additional educational programs related to team building, decision making, leadership, and dressing for success. The passenger safety workshop was led by the Passenger Safety Program Coordinators. The other three workshops were primarily conducted by the District 8 4-H Council Officer Team under the direction of the agent advisors.

RESULTS

A retrospective post survey was administered to gather information from the youth participants. 154 of 166 (92.77%) participants responded to the survey.

Behavior Changes

Participants indicated the following results because of what they experienced and learned while at District 8 4-H Leadership Lab:

- 147 of 153 (96.1%) respondents indicated they will practice safe driving while being a driver and/or passenger.
- 138 of 154 (89.6%) respondents indicated they feel more comfortable working in a team.
- 135 of 154 (87.7%) respondents indicated they feel more confident in their abilities as a leader.
- 135 of 154 (87.7%) respondents indicated they feel more confident in making decisions.
- 133 of 154 (86.4%) respondents indicated they feel more confident in serving in a leadership role.
- 128 of 154 (83.1%) respondents indicated they feel more comfortable speaking with others.
- 108 of 154 (70.1%) respondents indicated they feel more confident with public speaking.

Summary Highlights

- *Young people need to learn and practice the skills necessary for them to become contributing members of society as they grow into adulthood.*
- *Leadership Lab provides a safe environment for youth to gain these important leadership qualities.*
- *141 of 151 (93.4%) participants indicated that they now have the ability to make better leadership decisions as result of attending District Leadership Lab.*



Youth were asked to identify what they will do differently now based on what they learned at Leadership Lab.

- Strive to be a better leader (28 youth)
- Be more confident of one's self (17 youth)
- Be a more social, friendly, and accepting person (17 youth)
- Working with others and teamwork skills (9 youth)
- Be a better driving and not to text and drive (6 youth)



141 of 151 (93.4%) participants indicated that they now have the ability to make better leadership decisions as result of attending District Leadership Lab.

Knowledge Gained

Participants were asked to rank their knowledge before and after Leadership Lab in eight 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.

	Before	After	Change	% Change
My understanding of my strengths and things I need to work on to be a better leader.	2.71	3.71	1.00	36.90%
My understanding of the responsibilities of being a leader.	2.96	3.78	0.82	27.70%
My knowledge of what makes a good public speaker.	2.72	3.45	0.73	26.84%
My knowledge of teamwork.	2.98	3.74	0.76	25.50%
My understanding of the importance of dressing for success.	3.10	3.69	0.59	19.03%
My understanding of the importance of cooperation with others when working on a team	3.21	3.81	0.60	18.69%

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

²Blue indicates percent change of 36.90% and higher; Yellow indicates percent change of 25.50% to 27.70%; Green indicates percent change of 19.03% and lower.

Open Ended Responses.

143 of 153 (93.5%) youth responded yes, they would implement activities or ideas they learned at Leadership Lab.

Common responses included:

- 67 youth indicated they would implement the activities, games, and mixers learned in their 4-H Club and County.
- 17 youth indicated they would use the teamwork and leadership skills they learned at home and want to share them with others in their club and county.
- 14 youth indicated they would use what they learned to teach leadership skills to others
- 6 youth indicated they would use their new knowledge and skills to strengthen their clubs.
- 6 youth indicated they would not text and drive.
- 3 youth indicated they have developed confidence.
- 3 youth indicated they want to take more of a leadership role in their county.
- Other responses included they learned about public speaking (2), flexibility as a leader (4), being a better listener (3), focusing on needs versus wants (2).



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

Gender	# of 151	%
Male	94	62.3%
Female	57	37.7%

# Years Attending	# of 143	%
1 st Time Attendee	81	56.6%
2 nd Time Attendee	20	14.0%
3 rd Time Attendee	22	15.4%
4 th Time Attendee	15	10.5%
5 th Time Attendee	5	3.5%

Other comments about Leadership Lab included:

- “LOVED IT!”
- “It’s AWESOME!”
- “I wish it would last longer.”
- “Super fun. Definitely coming again!”
- “I love the people more than anything.”
- “It was fun – I can’t wait for next year!”
- “It was great. I had fun and learned a lot.”
- “It inspired me to pursue better leadership.”
- “I thoroughly enjoyed every minute at this camp.”
- “It was the best and most impactful camp I have been to.”
- “Really organized and great leaders showing what to do and how to have fun.”
- “It was a blast! I love it!! I can’t wait to come back next year and run for office.”
- “Leadership Lab was super-duper awesome this year! Loved the theme and activities!!”

FUTURE IMPLICATIONS

The Texas 4-H & Youth Development Program in District 8 will continue to provide the 4-H members in the district an opportunity to learn and practice their leadership life skills at District Leadership Lab. Based on responses, youth feel that they are learning a tremendous amount about teamwork and leadership skills. Responses also indicate that public speaking, listening skills, communication, and confidence building should be an area to focus on for the future.



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4-H FACT



4-H'ers are nearly 4 times more likely to make contributions to their communities (Grades 7-12)

RELEVANCE

The Shooting Sports Project is the third largest in the Texas 4-H program in terms of numbers of enrolled members and continues to grow daily. County projects across the state are experiencing doubling enrollments. Shooting Sports is the only project in 4-H that requires volunteer leaders to be trained and certified as coaches in particular firearm disciplines; archery, pistol, rifle, shotgun, and muzzleloading. It is essential that this mandatory coach training be not only timely and widely available but it must be presented in such a way that provides an increase in the knowledge and skill of individual participants regardless of their initial experience and ability.

RESPONSE

Since 2010, 4-H Shooting Sports Coach Trainings were set up in each of the four Extension districts at specific locations and months of the year. After determining the logistical functionality of each location and time, these have been maintained so that County Extension programs across the state could count on and plan for these trainings from year to year. Additional trainings were added to increase the opportunities and ‘floated’ around various locations where high volumes of need were identified. Beginning in 2012, a District Training Format further increased training opportunities for the ever increasing number of 4-H volunteers desiring coach certification. Each of the four Extension Region trainings were held (North, South, East, West) along with trainings in Districts 1, 2, 9 and 12. Before the 4-H year was complete, trainings were slated in Districts 2, 8, 9, and 12 for the coming year. The target number of certification trainings in one year is 16 when all Districts are geared up and offering opportunities.

Results

All participants in each training location were asked to complete an evaluation of their experience and outcome in the training. This evaluation determined participants’ knowledge, ability and understanding of certain educational aspects before and following the training. These were rated by the individual participant using a scale of 1-4; 1=None, 2=A Little Bit, 3=Quite a Bit, 4=Complete. Participants were not only asked about their knowledge and ability of firearms related topics such as handling, safety, and coaching, but were also asked about their knowledge, ability, and understanding of the 4-H mission, youth development, risk management, and communication with Extension offices.

**Summary Highlights**

- Training increases volunteer participants’ knowledge, skills, and understanding in all aspects from firearm use to youth development and coaching to the 4-H mission.
- Participation in the training improved knowledge of Risk Management by 28%.
- Participation in the training improved ability to practice Youth Development skills by 24%.

Question	Average of Participant Response Before the Training with a 1-4 possibility	Average of Participant Response After the Training with a 1-4 possibility
My KNOWLEDGE of using the firearm in which I was trained.	3.01	3.47
My ABILITY to use the firearm in which I was trained.	2.96	3.51
My KNOWLEDGE of the Texas 4-H Shooting Sports Program.	2.42	3.27
My KNOWLEDGE of Risk Management for 4-H Shooting Sports.	2.07	3.21
My ABILITY to provide Youth Development Practices in a Shooting Sports Project.	2.31	3.28
My UNDERSTANDING of the 4-H Mission.	2.68	3.40
My ABILITY to provide a safe environment for youth.	3.02	3.62
My ABILITY to be a shooting sports coach in my county.	2.48	3.46
My KNOWLEDGE of ways to communicate with the State 4-H Office.	2.00	3.04

Question	Level of Knowledge, Understanding, or Ability Before the Training By All Respondents in %	Level of Knowledge, Understanding, or Ability After the Training By All Respondents in %	% change/increase
My KNOWLEDGE of using the firearm in which I was trained.	75	87	12
My ABILITY to use the firearm in which I was trained.	74	88	14
My KNOWLEDGE of the Texas 4-H Shooting Sports Program.	61	82	21
My KNOWLEDGE of Risk Management for 4-H Shooting Sports.	52	80	28
My ABILITY to provide Youth Development Practices in a Shooting Sports Project.	58	82	24
My UNDERSTANDING of the 4-H Mission.	67	85	18
My ABILITY to provide a safe environment for youth.	76	90	14
My ABILITY to be a shooting sports coach in my county.	62	87	25
My KNOWLEDGE of ways to communicate with the State 4-H Office.	50	76	26



RELEVANCE

Leadership is a critical component of the Texas 4-H program. The District 4-H Council serves as the youth leadership face of the District 3 program. Six youth were elected to serve in a leadership capacity this year with two serving as a delegate to the Texas 4-H Council. In order to increase their leadership potential it is important to educate youth leaders about leadership practices and issues surrounding this topic. This program will be directed toward the 6 elected district council members throughout their elected year of 2012 – 2013 as they serve the 24 counties within District 3.

RESPONSE

To develop leadership skills and to enhance skills that the delegates already have, elected youth are involved in training experiences throughout the year and are given the opportunities to practice learned skills in a safe environment. To carry out the educational experiences, council members will participate in the following activities:

- To further engage and prepare agents for their duties as Council Advisors, a new 3 year rotation system of Council Advisors was developed. First year on agent is advisor in training. The following two years agent serves as advisor. We have both male and female to carry out duties. Current Advisors are Kayla Neil and Ryan Martin. Advisors in training are Penny Warren and John Villalba. Council Advisor training was held July 31st prior to Council training in August.
- 6 youth representing the 6 Extension Counties of District 3 participated in the District 3 Council Workshop at the Archer County meeting room (August 26, 2012). Workshop sessions were provided by Specialist and Council Advisors and are as noted: media communication, K. Neil, program interpretation, K. Lehman, visioning and teamwork, K. Neil, community service, P. Warren, parliamentary procedure, J. Villalba, and goal setting – K. Lehman.
- Assisted with the District Food Challenge (October 30, 2012 – Jacksboro) District Food Show (November 10, 2012 - Vernon), Nutrition Quiz Bowl Contest (November 14, 2012 - Goree) totaling over 600 contacts. Duties included contest runners, judge assistants, awards program organizers and script writers. Advisors and 4-H Specialist provided guidelines and instructions to carry out these duties. Some instruction was face to face while others were made through technology assisted communication prior to event.
- Conducted Fall District Meeting (October 30, 2012 – Jacksboro) totaling over 250 contacts. Purpose was to engage younger 4-H members in District business planning and promote leadership opportunities for all members. Topics for Idea Gathering included Leadership Lab, District Social, Community Service and Roundup.
- Leadership Training - Global Leadership – (August 26, 2012 – Archer City) Take a closer look at Farmer Youth Clubs in Mozambique, Africa and the differences between club officer duties in Texas 4-H and in African Village Clubs. What can District 3 Council Officers do to make a difference?
- Leadership Training – Servant Leadership / CRED – (January 3, 2013 – Archer City) Council held discussion on meaning of servant leadership is and what type of leadership they provide for the district. Council members will tour Booked Up Bookstores owned by writer Larry McMurtry. Youth and advisors will hold a discussion on the impact the books had as well as those that were made into movies and filmed in Archer City. This has had a direct social economic impact on Archer City. Because the movie The Last Picture Show was filmed in Archer City the downtown Royal Theater was refaced. Assisted with the District Range, Grass ID, and Soils Contest (March 28, 2013 - Breckenridge), District Fashion Show (April 6, 2013 – Bryson), District Horse Judging (April 9, 2013 – Vernon), District Livestock Judging (April 17, 2013 – Vernon), and District Roundup (May 1, 2013 – Vernon) totaling over 700 contacts. Duties included contest runners, judge assistants, awards program organizers and script writers. Advisors

Summary Highlights

- *As a result of the Servant Leadership / CRED sessions council members felt compelled to think of ways to do more in their rural towns and communities.*
- *“What we do makes an impact. I want to visit more rural towns within our district and learn about their businesses. We have to support rural Texas or we will not be here in the future,” Cassie Picket.*

and 4-H Specialist provided guidelines and instructions to carry out these duties.

- Leadership Training – CRED / Leadership Lab Planning – (June 2, 2013 – Jacksboro) Council held discussion on community history, local Chamber of Commerce purpose, and how community involvement is vital for communities to stay economically advanced. Council toured local downtown area and learned about Historical Commission Grants and repurposing downtown buildings into present day income generating businesses. They then toured the Jack County Museum which is held in the home of first County Agent, Tom Marks. Council members then divided up duties for Leadership Lab and planned out session and shirt ideas, skits, and additional duties as related to each specific office.

RESULTS

Respondents were emailed asking them to click on the link within the email and that they would then be directed to an online evaluation. Five out of six council officers completed the online evaluation using Qualtrics. All five respondents were White / Caucasian. Their gender and academic level was as follows: four female, one male and one sophomore, three juniors, and one senior. Not all participants provided a response to all the questions.

- 3 of the 3 that responded to this question (100%) said that during their officer training they learned about Texas A&M AgriLife Extension and that 4-H is a youth program that is an umbrella program of Extension.
- 3 of 5 respondents (60%) said after learning of CRED, expanding existing industry in their own county was a suited approach to economic growth and diversification.
- 3 of 3 respondents (100%) said that any growth that promotes employment and well-being of businesses supports their attitude towards economic growth.
- 2 of 3 respondents (66%) said that small businesses would have the greatest impact of the economic growth and diversification in the Rolling Plains.
- 2 of 3 respondents (66%) said that while serving as district council officer, my skills in working as a team increased.
- 2 of 3 respondents (66%) said that while serving as district council officer, they reached their goals set they set for themselves.
- 3 of 3 respondents (100%) said that they had had learned that the purpose of a farmer youth club was to encourage new farming techniques to improve production. (Modeled after the Corn Club / 4-H program)

In addition, a Likert scale was used to determine the participants’ skill set regarding leadership. The responses are below:

Item	Pre Mean Value	Post Mean Value	Percent Change
Leadership Skill Set	5.3	7.2	35.85%



In addition, some open-ended comments were noted.

- As a result of the global leadership session, officers took a more humble approach to their duties. “Debating on a tee shirt design was no longer so important after we learned that club officers in the Farmer Clubs are planning how to cover the roof of their meeting hut before it rains” said 1st Vice-President, Kannon Pittcock. She continued, “They are handling real issues.”
- As a result of the Servant Leadership / CRED sessions council members felt compelled to think of ways to do more in their rural towns and communities. While standing in a building surrounded by thousands of books and discussing how the invention of a kindle could potentially have made this business not exist, opened their eyes to rural economic development and the importance of creative leadership. “What we do makes an impact. I want to visit more rural towns within our district and learn about their businesses. We have to support rural Texas or we will not be here in the future,” said 2nd Vice-President, Cassie Picket.

RELEVANCE

The world of photography is changing daily. With the advent of smart phones containing quality cameras to the affordability of digital cameras the area of photography is something the majority of youth can participate in. Through photography, youth are able to express their emotions, or identify the emotions of others, they are able to capture a photo that tells a story and expresses the world they live in. Youth participating in photography learn valuable life skills such as communication, critical thinking, decision-making, self-esteem, self-motivation, responsibility, citizenship, and much more. The Texas 4-H Photography project has consistently been one of the top ten projects that community 4-H members have participated in over the past years. In addition to youth competing in the photography project, the state photography contest has seen an average of more than 1,300 entries annually, making it a great opportunity for senior 4-H members to display their photography skills. In the past two years, other organizations such as the Texas State Preservation Board and the State Fair of Texas have joined with 4-H to host photography contest as well for their organizations.

Summary Highlights

- *Photography Judging contest was introduced during the workshop receiving positive reviews.*
- *Overall, youth participating in the workshop learned a significant value of skills in the photography projects.*
- *Participants increased their knowledge of careers in the field of photography.*

RESPONSE

Due to the continuing increase in interest and participation in the 4-H photography project, as well as the increasing desire for youth to have opportunities to learn more about photography, the Texas 4-H and Youth Development Program partnered with the Bell County Photography Advisory Committee to help host a state-wide photography workshop for youth and adults. While this workshop had been held in previous year as a Bell County event, in 2013 the event was redesigned to include a new format that would be more enticing to a broader audience of youth and adults. Limited to one hundred registration, the event reached its maximum registration well before the deadline, demonstrating the need and want for such an event. The workshops allowed for youth to experience various areas of photography as well as learn about, and participate in the first state-wide photograph judging contest.

RESULTS

In order to measure the value and impact that Texas 4-H Photography Workshop has on the 4-H members and adults participating, a pre and post survey was developed and administered before registration packets were picked up and at the conclusion of the first day when all educational programming had concluded. Additionally, participants evaluated each workshop at it conclusion to determine the overall educational value of the speaker and presentation. The target audience was defined as registered participants for the workshop. This includes 4-H youth from the age of 9 years to adult volunteers and parents. Each person was asked to provide feedback on skills and knowledge about the photography project from before to the end of the event.

Eighty surveys were returned which could be matched up with both pre and post. Out of the eighty, nineteen were from adults and the remaining sixty-one from youth. Table 1 provides the quantitative responses to the pre and post survey.



Table 1: Results from retrospective on-site survey completed by all registered participants as to their change in knowledge and skills during the 2013 Texas 4-H Photography Workshop (n=80).

Statements ¹	Mean Before ²	Mean After ²	Difference	% Change ³
I can identify emotion in a photograph.	2.64	2.43	-0.21	41.15%
I have the knowledge of a variety of job and career opportunities related to photography.	2.35	2.79	0.43	35.84%
I am able to see photography as an art, a science, and a communication tool.	2.68	3.06	0.39	32.68%
I am able to apply photography skills in day to day living	2.67	3.13	0.46	31.95%
I am open to meeting new people.	3.3	3.15	-0.15	31.75%
I have the skills to take and use pictures.	3.04	3.15	0.11	31.75%
I participate actively in groups.	2.95	3.18	0.23	31.45%
I am able to record events, ideas, and situations for study or reference.	3.25	3.18	-0.07	31.45%
I am able to try new things to improve my photography.	3.07	3.22	0.14	31.06%
I am able to identify a variety of photographic techniques, such as lighting, composition, leading lines, framing, etc.	2.31	3.26	0.95	30.67%
I listen well to what others say.	3.07	3.31	0.24	30.21%
I am able to develop and apply technical and artistic skills in photography.	2.29	3.43	1.13	29.15%
I am able to record events, ideas, and situations for study or reference.	3.32	3.46	0.14	28.90%
I am able to observe and appreciate surroundings.	2.84	3.49	0.65	28.65%
I have a desire to learn new things.	3.36	3.49	0.13	28.65%
I am able to observe and appreciate my surroundings through the eye of the camera.	3.16	3.58	0.41	27.93%
I am able to use photography to communicate.	2.49	3.65	1.16	27.40%
I am able to evaluate photographs for their quality.	2.51	3.67	1.16	27.25%

¹ Due to an error in copying survey questions from the pre to the post survey, two questions were removed from the results. Originally two of the questions on the pre evaluation were combined, but separated into four questions, however those questions were not transposed into four questions on the post evaluation.

² Likert scale was defined as: 1 – Not at all, 2 – Somewhat, 3 – Very, and 4 – Extremely

³ Percent changed is calculated by the following formula: $[(After/Before)/Before] \times 100$

Table 2. Results from retrospective on-site survey completed by all registered participants on relevance and educational value of the 2013 Texas 4-H Photography Workshop (n=80).

Statements	Min	Max	Mean ¹	SD
The information was easy to understand.	1	4	3.38	.70
The information will help in decisions about my future.	1	4	3.23	.70
The examples used were relevant and meaningful.	1	4	3.41	.63
Overall, this was an educational program.	1	4	3.58	.60



At the conclusion of each workshop those participating in the workshop were asked to evaluate the session based on the information presented and the presenter. Each session was reviewed and evaluated separately; table 3 below is a result of the individual session evaluations.

Table 3. Evaluation results from the individual sessions at the 2013 Texas 4-H Photography Workshop

SESSION	WORKSHOP	OVERALL PRESENTATION QUALITY ¹	ACCURACY OF INFORMATION ¹	HELPFULNESS OF THE INFORMATION ¹	RELEVANCE OF THE EXAMPLES USED ¹	PRESENTER'S KNOWLEDGE LEVEL ¹	VALUE OF THE INFORMATION ¹	MET MY EXPECTATIONS ¹	DO YOU PLAN TO APPLY OR USE INFORMATION GAINED IN THIS WORKSHOP		
									YES	NO	NOT SURE
1	Photography/Media Teacher	4.60	4.53	4.47	4.56	4.85	4.45	4.25	10	0	10
1	Commercial Photography	3.94	4.33	3.89	4.22	4.72	4.00	3.89	7	1	9
1	Photography 101	4.58	4.68	4.68	4.74	4.56	4.68	4.58	18	0	1
1	Sports/News Photography	4.39	4.56	4.61	4.78	4.83	4.72	4.56	8	0	8
2	Videography	4.18	4.64	4.18	4.64	4.36	4.36	4.36	3	2	5
2	Internet Design	4.28	4.33	4.00	4.33	4.44	4.00	3.89	6	3	6
2	Wedding/Special Events Photo.	4.50	4.88	4.71	4.75	4.92	4.63	4.58	12	3	8
2	Outdoor/Magazine Photography	4.70	4.75	4.60	4.65	4.80	4.65	4.75	13	0	7
3	Portrait Photography	4.41	4.82	4.71	4.76	4.71	4.71	4.50	14	0	2
3	Forensic Photography	4.59	4.82	4.65	4.71	4.88	4.65	4.65	8	0	8
3	Outdoor/Magazine Photography	4.67	4.72	4.79	4.63	4.84	4.83	4.74	14	0	3
3	Pet Photography	4.68	4.77	4.73	4.45	4.64	4.55	4.77	15	1	4
OVERALL WORKSHOP SESSION AVERAGE		4.46	4.65	4.50	4.60	4.71	4.67	4.46	128	10	71

¹ Likert scale was defined as: 1 – Not at all, 2 – Slightly, 3 – Somewhat, 4 – Mostly, 5 – Completely

DEMOGRAPHICS

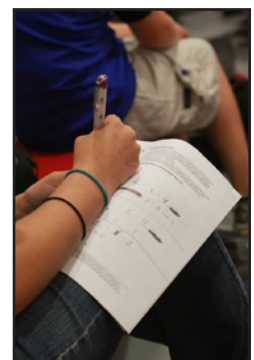
<i>Gender:</i>	61 Females	<i>Place of Residence:</i>	20 Farm
	20 Males		24 Town Under 10,000
<i>Race:</i>	79 White		20 Town/City (10-50K)
	1 Not indicating		4 Suburb of city with more than 50K
<i>Hispanic Ethnicity:</i>	6 Yes		13 City/Urban Center
	74 No		

CONCLUSIONS

The 2013 Texas 4-H Photography Workshop proved to be a very effective educational event in helping both the youth and adults learn more about the 4-H photography project, the photography judging contest, and the available careers in photography. While this workshop focused strongly on the careers, feedback provided by the participants will allow for future workshops to address topics provided by them, as well as core components of the project. This workshop has the potential to create more growth for the Texas 4-H Photography project, the photography contest, as well as the soon to be announced 4-H Photography Judging Contest to be held at the 2014 Texas 4-H Roundup.

SPECIAL RECOGNITION

A special thanks is provided to Elizabeth Coffman, Bell County 4-H Volunteer Leader who chaired the 2013 Texas 4-H Photography Workshop. Her skill in planning, organizing, and implementing was next to none and truly made the workshop a huge success. Thanks also to Harold Carter and the other adult volunteers and the Bell County 4-H Ambassadors who assisted with the many tasks throughout the workshop from the community service project, tabulation, registration, to conducting the general sessions.



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4-H FACT



Texas 4-H engages more than 550, 000 youth annually in youth development programs who are lead by more than 25,000 volunteers.

RELEVANCE

Today's youth are engaged with technology in every aspect of their daily lives, from waking up to an iPod alarm clock, to checking Facebook on a smart phone before leaving for school, to reading textbooks and completing school assignments 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 the Texas 4-H Technology Team is helping develop the leaders of today, and tomorrow, for not only 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. 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 leadership team. This history and knowledge was of much assistance in being able to avoid some of the beginning organizational problems that some groups encounter.

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 November 2012, the first meeting of the Technology Team for the year and the first one for new members to participate in, each of the youth members were asked to complete a pre-participation survey asking them to assess their skill sets as it related to leadership, teamwork, presenting to others, etc. Completed via paper copy, the survey contained twenty-four questions used in standard 4-H life skills evaluations. A post-participation survey was conducted via Google Docs in July 2013 at the conclusion of their year term. The post survey included the same twenty-four questions included on the pre-participation survey in addition to four open-ended questions relating to the members experiences on the team and impact on career/education choices as being a member of the Technology Team. The survey yielded a 92% return rate (12 of 13 members). The results are summarized in the table below.

**Summary Highlights**

- Tech Team members develop a stronger value of teamwork.
- Youth experience leadership on a variety of levels and understanding, such as knowing that a leader is not always in front of a crowd.
- Tech members develop a better sense of careers in the science, engineering, and technology which helps in their future plans.

TABLE 1: Technology Team member’s perceptual knowledge related to skills developed as a team member.

Questions	Mean Before	Mean After	Difference	% Change ¹
I express my feelings to others.	2.27	2.82	0.55	35.48
I am comfortable speaking in front of others.	2.73	2.91	0.18	34.38
I have confidence in myself	2.73	2.91	0.18	34.38
I trust other people.	3.00	2.91	-0.09	34.38
I motivate others to be involved	2.50	3.00	0.50	33.33
I lead other people effectively.	2.73	3.00	0.27	33.33
I get along well with others.	3.18	3.09	-0.09	32.35
I am open to change.	2.64	3.09	0.45	32.35
I am open-minded to other people’s opinions.	2.91	3.09	0.18	32.35
I am sensitive to other people’s feelings.	2.64	3.18	0.55	31.43
I involve other people in activities.	2.82	3.18	0.36	31.43
I participate actively in groups.	2.73	3.18	0.45	31.43
I am open to meeting new people.	3.09	3.18	0.09	31.43
I have an understanding of technology.	2.82	3.18	0.36	31.43
I express my feelings to others.	2.55	3.27	0.73	30.56
I know how I feel about issues.	3.27	3.27	0.00	30.56
I am comfortable asking questions.	2.91	3.36	0.45	29.73
I follow instructions.	3.27	3.36	0.09	29.73
I make my own decisions.	2.91	3.36	0.45	29.73
I listen well to what others say.	3.00	3.45	0.45	28.95
I am a responsible person.	3.64	3.45	-0.18	28.95
I follow group leaders.	3.27	3.45	0.18	28.95
I know how to find answers when I have questions.	3.18	3.55	0.36	28.21
I have a desire to learn new things.	3.55	3.91	0.36	25.58

¹ Percent changed is calculated by the following formula: [(After/Before)/Before] x 100

The second section of the post-participation survey included open-ended questions related to actual experiences on the Texas 4-H Technology Team, including a question related to any affect on the career/education direction of the team members. Select answers for each of those questions ask are below:

How would you describe your experience on the Texas 4-H Technology Team this past year?

- *Applying for the Texas 4-H Technology Team was one of the best decisions I made during my 4-H career. The team has showed me that being a leader doesn’t always mean you have to be in the spot light, there are many leaders needed behind the scenes in order to successfully get something done. My experience with Tech Team has been one of the best experiences of my whole 4-H career.*
- *I enjoyed my year on the Tech Team, though I was nervous at the beginning of the year because it seemed like almost everyone already knew each other, and knew more about technology than I did. Despite that, I did enjoy myself along with learning some new things and making new friends. One thing I would change is that I would have been a bit less quiet, spoken up more when I wanted to help with something, and helped out more with different events, etc.*
- *My experience on the Texas 4-H Technology Team this past year has been full of challenges, learning, opportunities, and accomplishments. I have also made new friends, enhanced former relationships, and had fun.*
- *Very different, but very good! Was an amazing stepping stone to help me come out of my shell.*
- *I would describe my experience on the Texas 4-H Technology Team as unforgettable. I enjoyed every minute of being on the team and working with others to put the “Tech into Texas 4-H.”*
- *I would describe my experiences as difficult, rewarding, fun, and a great way to learn*
- *It was a great experience that I will cherish forever. I learned a lot, and I’m extremely*

Being on the Tech Team has taught me that being a ‘behind the scenes’ leader is just as important as being a leader in the spotlight.
 12-13 Tech Team Member

grateful for all the adults that helped put it altogether.

- *I was an amazing experience! two years ago my brother joined the tech team and had sooo much fun! I was able to assist the team this year and I very much enjoyed it.*

What are some of the skills (technology and life) that you gained from your experience on the Tech Team this year?

- *Some of the skills that I have gained from my experience on the Tech Team this year were learning how to use new technologies, like ProPresenter. I also learned to interact with other 4-Hers who had the same level or greater experience in using technology.*
- *Some skills I have gained include being able to work with other leaders to get stuff done (ex. Round Up and State Council), became familiar with using Google Groups and the Google Drive, learned about different software programs and became more confident with my knowledge of technology.*
- *I have developed and gained several skills as a member of the Tech Team this past year to include filming and editing videos, photography, marketing/promotion skills, working with new technologies and programs, and creating/updating and workshops.*
- *Working as a team, putting together presentations, talking to others about technology.*
- *I had never used AIM before, a skill I learned in preparation for and during our chats. I also learned scattered tips for photography and other tech areas from workshops, their members, etc.*
- *This year, I have developed and gained several skills as a member of the Tech Team. These include filming and editing videos, taking photos, organization, communication, teamwork, public speaking, public relations, working with new technologies and programs, and creating and presenting workshops*
- *How to make bananas play music, and tons of other stuff*

Through being part of the Texas 4-H Technology Team, I have increased my knowledge base about different programs and software, photography, marketing, filming and editing, and technology in general. As a member of the Tech Team, you have an opportunity to work and be an integral part of State level events like Texas 4-H Roundup, Texas Congress, and Volunteer Conference. Additionally, you get to meet people from all over Texas who have the same interests as you and with that you not only gain new friends but also leadership and teamwork skills.

12-13 Tech Team Member

What suggestions do you have to improve a 4-H members experience on the Texas 4-H Tech Team in the future?

- *I do not have any suggestions on improving a 4-H members experience on the Texas 4-H Tech Team. I feel that this past year was done almost flawlessly and I hope that it continues to be that way.*
- *A little bit more hands on activities like the build a computer workshop*
- *I would like to see more activities throughout the year for members. My first year on the team, I did many activities, but my second year didn't have much to it.*
- *I would like to start live streaming our 4-H State Round-Up. I first saw live streaming in action at the 2013 California SLC. Also, if possible, I would like to see if the Tech Team could video chat for meetings (this could have some problems, internet speed, computer speed, and video and audio problems) But It would be very cool!*
- *I have no complaints with how the team was ran this year. My only suggestion would be to incorporate technology related ice breakers and to have more tech workshops or have college presentations aimed to the technology field to help guide those interested in studying technology*
- *More team promotion, improved communication, more delegation, and more guidance on projects.*
- *I think that the Technology Team should work more with Council. Both of our groups are so closely intertwined, but we hardly ever see each other before Roundup. There should be a Council and Tech Team meeting day prior to Roundup so that we can get to know each other and thus work more effectively at Roundup and Congress.*
- *Improve communication, delegation, and follow-through to make things clearer and more efficient. Ideas could include additional and earlier communication with Team members when coordinating dates for F2F meetings to help avoid conflicts and ensure full participation, clearer deadlines, increased e-mail reminders, detailed schedules during events; times, equipment needed and utilized, defined task leaders, etc. Other ideas could include an online schedule members could check on their own time and edit, alerting other members of changes instantly. Also, incorporating a group dynamics training on taking initiative and assertiveness as well as designating specific leaders for projects would help facilitate improvements in this area. Continue to evaluate the Team's current equipment and needs to empower the Team to improve and utilize its resources.*

What was your most favorite/fun thing you did related to the Tech Team this past year?

- *The activity that I had the most fun this year that was related to the Tech Team this past year was creating our Roundup introduction video.*
- *Run the Texas 4-H Tech Team Booth at State Round-Up!*
- *One of the things that I really liked was that we get to go "behind the scenes" at 4-H Roundup. I saw those events from a different angle, and I also liked that I got to help make some of the assembly presentations. Also, I had a lot of fun and learned a lot at the California SLC as I was a one of the Tech Team delegates this year.*
- *Roundup! Getting to work with and spend time with the other members, and helping to run the presentation during the assembly Thursday night*
- *My most memorable moment from this past year on the Texas 4-H Technology Team was having the opportunity to travel to and participate in the California 4-H State Leadership Conference. It was amazing to see the differences and similarities*

between the two 4-H ecosystems. Plus, I enjoyed getting to know the California 4-H Technology Leadership Team!

- My favorite thing had to be Face-to-Face meetings. The games we played to get to know each other were fun (and I've brought them back to use at local 4-h, as well), the workshops and activities were all informative and useful, and getting to see everyone was very fun.
- I had several fun experiences while on the Tech Team this past year. Some of my favorite things included collaborating with fellow Tech Team members and the Texas 4-H Council during Texas 4-H Roundup to make the event successful, serving as a photographer at Camp Corral, getting to know and working fellow Team members at F2F meetings, learning more about and becoming more comfortable with the technology that the Team uses, and assembling and presenting workshops.

What was the least favorite thing you did related to the Tech Team this past year?

- Workshop in a box
- Having nothing to do during the mornings at Roundup, but I know that's just apart of it.
- Sit around with nothing to do at Texas State Round-Up. If we have enough members I think we could easily have a booth, Live stream, create reflections, and handle photographs for certain events.
- Over the past two years of being a member of the Tech Team, I can say that this year has been a much better year on the team for me. There are still some things I have noticed this year that the team could improve on though. In some cases there was a lack of guidance on projects, or I wouldn't know exactly what was expected of me on projects, and overall communication and the follow through could be better.
- Nothing! Literally, I cannot think of one thing was not fun or educational!
- While my overall experience on the Tech Team this past year was good, I can think of a few times where I felt like it could have been better. The root cause of those feelings was the lack of communication, delegation, and follow-through within the Team. When untimely communication for coordinating F2F meetings dates resulted in member conflicts and decreased participation. When a couple of Team members did not comply with Team expectations or follow-through with tasks, specifically when reviewing PowerPoints and attending Texas 4-H Roundup. This unfortunate behavior is unacceptable for any member of a state-wide leadership team as it affects the entire Team's moral and productivity.

As a result of being a Texas 4-H Technology Team member, has it changed or influenced your education and/or career choice? If yes, please explain.

- Being a member of the Texas 4-H Technology Team has strengthened my resolve to seek a career in a mechanical/electrical engineering degree.
- It has influenced my career choice in that I have decided to go into Agricultural Communications. I know that will some of my classes, the things I learned with the Tech Team will be extremely helpful.
- Being on the 2012-2013 Tech Team has reassured me that I would like to pursue a degree in Engineering Technology. While on the team I was able to disassemble equipment and learn about the inner workings of hardware that assist our daily lives. Engineering technologist preform hands-on with computers and other devices.
- Yes, I am now certain that I want to study and pursue a career in Computer Engineering and Graphic Design.
- Membership on the Technology Team has definitely broadened my education in more diverse areas, but at this time I am not sure that it has influenced what I will do in the future for a career. It certainly will be helpful though no matter what I choose to do, to have the skills I have developed while on the team.
- Yes, it has helped me to make my decision to apply to major in Computer Science and Engineering at Texas A&M.
- Yes and No. Before I joined the Texas 4-H Technology Team I already knew that I wanted an education focused on computers, but being on the "Tech Team" has helped me to discover more specifically what I want to study.
- Being a member of the Texas 4-H Technology Team has not resulted in a change or influence in my career choice. However, it has helped me to continue seeing how technology can be adapted for different projects and I know that I will use technology in my career.
- Yes it has, I will be attending Texas A&M University next fall, instead of The University of Texas at Austin. I will also be majoring in Ag Communications!



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RELEVANCE

The Texas 4-H Golf Challenge Program is now in its fourth year and has shown tremendous growth during this time. As a result of this growth many participants have requested coordinators host a camp that focuses on the fundamentals of the golf swing for both beginner and advanced golfers. Hearing this, coordinators hosted the first ever Texas 4-H Golf Challenge Swing Camp in October at Pebble Creek Country Club in College Station. This camp focused on different aspects of the golf swing as well as provided youth the opportunity to go through a situational golf round. This two-day event was well received by all youth.

RESPONSE

The following programming efforts were established for the 2013 Texas 4-H Golf Challenge Swing Camp:

- Series of Constant Contact email blasts that were sent to over 11,000 youth statewide to promote the event.
- One and half days instruction that focused on sports nutrition, swing fundamentals, situational golf play, and the rules and etiquette of golf.

RESULTS

A retrospective post-only evaluation was administered to measure participant satisfaction. Twenty-six of twenty-six participants returned the evaluation. The following indicates mean score differences using a Likert scale¹ to reveal perceptual knowledge concerning the 2012 Texas 4-H Golf Challenge Swing Camp.

Summary Highlights

- Respondents had a 42.19% increase in change pertaining to the fundamentals chipping.
- Respondents were 100% satisfied with instructors' knowledge and ability to answer questions.
- 91% of respondents stated they would participate in the event again.



Your understanding of...	Before	After	Change	% Change ²
The fundamental of pitching	2.56	3.64	1.08	42.19%
The fundamentals of handling trouble shots	2.60	3.56	.96	36.92%
The importance of a consistent pre-shot routine	2.58	3.50	.92	35.48%
The fundamentals of chipping	2.76	3.68	.92	33.33%
The fundamentals of driving accuracy	2.76	3.56	.80	28.99%
The importance of proper setup	2.92	3.72	.80	27.40%
Importance of proper fitness as it relates to golf	2.68	3.40	.72	26.87%
The fundamentals of putting	3.08	3.84	.76	24.68%
Sports nutrition as it relates to golf	2.83	3.36	.53	18.89%
The etiquette of golf	3.08	3.63	.54	17.57%
The fundamentals of iron play	3.00	3.52	.52	17.33%
The importance of proper grip	3.32	3.72	.40	12.05%

¹Likert scale is indicated by the following scale: 1 = poor, 2 = fair, 3 = good, 4 = excellent.

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

-Blue indicates change of 42.19% and higher; Green indicates change between 42.18% and 33.33%, Orange indicates change between 33.32% and 24.68%, and Pink indicates change 24.67% and below.

Satisfaction: The following section will focus on participants' responses regarding satisfaction.

- 26 of 26 (100%) respondents stated they were mostly or completely satisfied with the instructor's knowledge level of subject matter.
- 25 of 26 (96.15%) respondents stated they were mostly or completely satisfied with the information being easy to understand.
- 24 of 26 (92.31%) respondents stated they were mostly or completely satisfied with the accuracy of the event.
- 23 of 25 (92%) respondents stated they were mostly or completely satisfied with the instructor's response to questions.
- 21 of 23 (91.30%) respondents stated they would participate in this event again.
- 20 of 26 (83.33%) respondents stated they were mostly or completely satisfied with the overall event.
- 20 of 26 (76.92%) respondents stated they were mostly or completely satisfied with the information being what you expected to receive.

Demographics: The next section focuses on gender and location of participants.

- 18 of 26 (69.23%) respondents were male.
- 8 of 26 (30.77%) respondents were female.
- 12.65 was the average age of the participants.

SUMMARY OF RESULTS

Results indicate that participants involved in the 2013 Texas 4-H Golf Challenge Swing were satisfied and gained a great deal of knowledge from the camp. In addition, participants provided positive feedback on how the event can continue to improve for future years. The planning committee will take the data collected from participants and make necessary changes to continue to improve this event and help expand it to a state-wide event in the future.

ACKNOWLEDGEMENTS

The 2013 Texas Golf Challenge Planning Committees would like to say thanks to following:

- Rick Kahlich – Instructor
- Wendi Weise – Instructor
- Brittany Oliver - Instructor

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OVERVIEW

Texas 4-H Roundup has been held in College Station on the campus of Texas A&M University for over 75 years. In 2012 Texas 4-H Roundup was moved off the Texas A&M Campus to the campus of Texas Tech University. This change in 2012 sparked a renewed energy in the Cities of Bryan and College Station, Texas A&M University, and the Texas 4-H and Youth Development Program. In 2013, Texas 4-H Roundup saw its largest participation in the history of hosting it College Station. Texas 4-H Roundup includes approximately 50 different contests that test 4-H members on life skills such as decision making, public speaking, organization, and working with others. These contests include Fashion Show, Food Challenge, Public Speaking, various performing arts events, an assortment of judging contests, and educational presentations.

2013 marked the sixty-seventh year Texas 4-H has hosted Texas 4-H Roundup. This year's theme, "Where the Best Just Got Better," really told the story of this year's Roundup. The 2013 Texas 4-H Roundup helped continue to set the stage for a new era of roundups to come. This year's roundup also allowed Texas 4-H to celebrate 54 years of awarding more than 220 youth over \$2 million dollars in higher education scholarships. This year's Texas 4-H Roundup brought in nearly 4,100 people to College Station. The following is a breakdown of the attendees:

- Full-time Participants (Senior participants - 1547, Intermediate participants – 179, Invitational Participants- 171) – 1897
- Full-time Adults/Volunteers, County Extension Agents, and Faculty – 729
- One-day Adults - 1079
- Vendors – 100
- Other – 107
- Scholarship Donors- 175

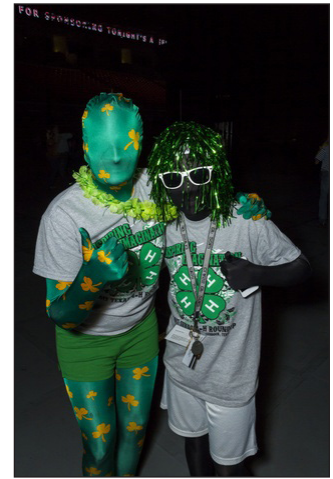
An online post only survey was sent to participants, adults/volunteers, and County Extension Agents of the 2013 Texas 4-H Roundup. A total of 421 participants responded to the survey.

Satisfaction: The following section focuses on respondents' satisfaction related to Roundup.

- 337 of 346 (97%) of respondents stated they had fun at the 2013 Texas 4-H Roundup.
- 329 of 346 (95.09%) of respondents stated they were mostly or completely satisfied with the location of registration
- 301 of 347 (86.74%) of respondents stated they were mostly or completely satisfied with the helpfulness of Texas 4-H faculty and staff throughout the week of Roundup
- 214 of 253 (84.58%) of respondents stated they were mostly or completely satisfied with the Cody Johnson Band Concert.
- 274 of 324 (84.57%) of respondents stated they were mostly or completely satisfied with the service provided by the Bryan/College Station Visitors and Convention Bureau
- 290 of 346 (83.82%) of respondents stated they were mostly or completely satisfied with the marketing and promotion of Roundup
- 219 of 265 (82.64%) of respondents stated they were mostly or completely satisfied with the 4th Annual Texas 4-H Has Talent Competition.



- 276 of 336 (82.14%) of respondents stated they were mostly or completely satisfied with the service provided by Texas A&M Faculty
- 284 of 351 (81%) of respondents stated they were mostly or completely satisfied with the overall experience of the 2013 Texas 4-H Roundup.
- 192 of 241 (79.67%) of respondents stated they were mostly or completely satisfied with the Fightin' Texas Aggie Festival (Sponsored by College of Agriculture and Life Sciences)
- 257 of 351 (73.22%) of respondents stated they were mostly or completely satisfied with the accessibility of parking to event locations



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

1. Public Speaking
2. Decision Making
3. Organizational
4. Self esteem/confidence
5. Networking with others

Knowledge Gained

Table 1. Percentage differences using a Likert scale¹ to reveal knowledge gained related to the 2013 Texas 4-H Round using a retrospective post evaluation strategy.

Topics	Before the 4-H Year	After the 4-H Year	Change	% Change ²
Based on your competitive event, how would you rate your knowledge of the subject matter offered through the event?	3.10	3.34	0.24	7.74%
Based on your experience at Texas 4-H Roundup, how would you rate your ability to network with others?	3.07	3.29	0.22	7.17%
Based on your Roundup Experience, how would you rate your knowledge of the importance of effective communication?	3.31	3.50	0.19	5.74%

¹Likert scale indicates change using responses of very knowledgeable and knowledgeable

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

General Questions: The following section focuses on participants responses to general questions related to the 2013 Texas 4-H Roundup.

- 295 of 333 (89%) of respondents stated the opportunities available at the 2013 Texas 4-H Roundup helped me become a better leader.
- 280 of 344 (81.40%) of respondents stated they stayed in a hotel while attending Texas 4-H Roundup
- 105 of 330 (31.82%) of respondents stated they attended one or more of the educational workshops

Open-ended Questions: The last section focuses on four open-ended questions and responses by participants.

What did you like most about the 2013 Texas 4-H Roundup?

- High Energy and Motivating Assemblies (45 comments)
- Cody Johnson Band Concert/Dances (38 comments)
- Location being in College Station (31 comments)
- Reed Arena being used as a Central Hub (23 comments)
- Friendliness and Welcoming Attitude of Community and Texas A&M Faculty (22 comments)
- Energy and Attention to Planning Details (13 comments)

What educational workshops would you suggest for future Roundups?

- Applying for Scholarship- 14 comments
- Recordbook Workshop- 13 comments
- Repeated Workshops- 11 comments

- College Preparation (Choosing your major/college/finances)- 8 comments
- Activities for Local 4-H Clubs Workshop- 8 comments
- Fitness and Dancing Workshop- 5 comments

CONCLUSION

This year's theme, "Where the Best Just Got Better," illustrates what the Texas 4-H & Youth Development Program strives to do when offering youth the opportunity to participate in an extraordinary leadership conference that can be held in all parts of the state. Faculty and staff will continue to challenge youth to return to their communities and serve as the voice of 4-H and emphasize the effect Roundup has on the youth that attend. 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.

SPECIAL THANKS

The Texas 4-H and Youth Development Program would like to say a special thank you to all sponsors of the 2013 Texas 4-H Roundup. Without their support the 2013 Texas 4-H Roundup would not have had the success it did this year. Texas 4-H would also like to say thank you to all the support garnered from its Planning Committee. Without their tireless efforts this event would not have been made possible. We look forward to seeing their continued support of this great leadership event for years to come!



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4-H FACT



*4-H'ers are about 2 times more likely
to be civically active (Grades 8-12)*

RELEVANCE

The 4-H and youth development works to develop leadership, life skills, and promote service to community. Local club programs and county programs serve as a strong and predominant foundation for these skills and abilities. As youth develop these skills, they need opportunities to extend their experiences beyond opportunities provided at the club and local level. The District 12 4-H Council is a group of 10 elected leaders representing 20 different counties. Their responsibilities include providing leadership to a variety of educational programs as well as service to the community. There were approximately 4,035 club members in District 12 last year represented by the Council officers. Council Officers are given the opportunity to expand existing skills by planning, implementing, and evaluating programs throughout the Spring/Summer of 2013. There are approximately 10 events that they provide leadership in planning.

Summary Highlights

- Youth understand leadership strengths and what they need to personally work on to improve their leadership as a result of Leadership Lab participation.
- Leadership lab participation increases a young persons ability to work in teams.
- Youth gain leadership confidence as a result of participation.

RESPONSE

The goal of this plan is to extend and build upon their abilities and skills to strengthen their capacity to serve as leaders in their respective 4-H programs (county & club), but also to extend their abilities outside of the 4-H program into other aspects of their lives (e.g. school and community). The Council officers were fully engaged in planning and implementing a variety of programs to include: Winter Council & Leaders Workshop, Roundup, Leadership Lab, Election Convention, Horse Show, Shooting Sports, Fashion Show, and Livestock Judging. Through their involvement, Council officers were given the opportunity to: set goals; improve communication skills and use them more; plan, implement, and evaluate programs; and provide greater service to community.

RESULTS

An evaluation of Council officers at the conclusion of their term generated responses from 9 of the 10 officers (90% response rate). The evaluation focused on measuring their knowledge, skills, and ultimately behavior as it related to goals, communication, program development, and service.

Behavior – As a result of their involvement on District 12 4-H Council...

- 100% (4 of 4) strongly agreed that they have used their communication skill to be a more effective leader
- 100% (4 of 4) strongly agreed that they have spoken in front of a group
- 100% (4 of 4) agreed or strongly agreed that they have set personal goals to achieve
- 100% (4 of 4) agreed or strongly agreed that they have read body language to determine how others feel about something
- 100% (4 of 4) agreed or strongly agreed that they have listened to other and their ideas more effectively

Skills – As a result of their involvement on District 12 4-H Council...

- 100% (4 of 4) strongly agreed that they can now set specific goals for themselves
- 100% (4 of 4) strongly agreed that they can now listen to other and their ideas more openly
- 100% (4 of 4) strongly agreed that they can communicate more effectively with others
- 100% (4 of 4) agreed or strongly agreed that they now are more confident speaking in front of a group
- 100% (4 of 4) agreed or strongly agreed that they can now identify barriers to goals they have set for themselves

Knowledge – As a result of their involvement on District 12 4-H Council ...

- 100% (4 of 4) strongly agreed that they now know that everyone communicates their ideas differently
- 100% (4 of 4) strongly agreed that they now know preparing to speak in public requires planning and time
- 100% (4 of 4) agreed or strongly agreed that they now know everyone communicates their thoughts and ideas differently
- 100% (4 of 4) agreed or strongly agreed that they now know how to prepare themselves towards achieving their goals

Overall, 97.7% (129 of 132) of responses reflect that Council Officers agreed or strongly agreed that their experience while serving increased their knowledge and skills as it related to goal-setting, communication, program development,

Impact on Strategic Objectives

Impact on Competencies

The number reflects the level of agreement with the collection of statements used to measure the respective strategic objectives and competencies.

1-Strongly Disagree to 5-Strongly Agree



and service to community. More importantly, 82.8% (53 of 64) responses reflect that Council Officers agreed or strongly agreed that their experience changed their behavior in those areas as well.

The involvement of 4-H members in leadership roles at the local level has a lasting impact on their knowledge, skills, and behavior. However, the District 12 4-H Council also plays a very important part in a 4-H member's development of valuable life skills. The results of the evaluation demonstrate that the 4-H members who serve as an officer build on their knowledge and skills. In addition, Council Officers agree that their experience has a strong impact on their behavior. While there are many other opportunities for 4-H members to learn and practice their leadership skills, those provided through their role as a District Council Officer compliment their repertoire of leadership abilities. They know more, can do more, and help others more as a result of their involvement as an officer on the District 12 4-H Council.

STEM Experiments

The 2013 Elementary Science Fair was the first attempt to develop a cross-curricular project. Teachers who normally teach one subject were involved in a science project where they had the opportunity to share their expertise with others. Students learned and applied the scientific method. Through this learning experience, students had the opportunity to create, display, and explain through the scientific poster, their project, research and observations.

Discover the Scientific Method Competition

Using the scientific posters created for the science fair, twenty-four 6th grade students competed on the Discover the Scientific Method Poster Competition at 4-H Roundup in College Station. Students stayed 3 days 2 nights in College Station and had the opportunity to interact with 4-H's from all over the state. They observed other scientific posters as well as the food challenge competition.

Food and Nutrition/Food Challenge

The food and nutrition project is a food and nutrition competition-based project in which teams of 3 to 5 members develop a recipe and prepare a dish from a set of predetermined ingredients. Teams present their dish to a panel of judges along with nutritional and cost information. The Food Challenge project provides students opportunities to learn and apply skills and knowledge of nutrition, science, math, and life skills in an innovative, creative manner. Fifty-one seventh grade students participated in the educational portion. Around 15 students are getting ready for competition.

Under Water Robotics

The Under Water Robotics Camp for girls took place in Roscoe Collegiate ISD, July 15th -19th 2013. This camp was the first attempt throughout the area to encourage girls (9th -12th grade) to develop their creativity and confidence. The Under Water Robotics camp also inspired young girls to pursue Science Technology Engineering and Mathematics (STEM) careers by guiding them to explore this area, as well as creating a network of like-minded friends. Students were exposed to different challenges where they had to persevere and work in teams. Participants learned how to build, program, test, and re-design LEGO underwater robots.

4-H Junior Robotics

The national 4-H Robotics project promotes learning by encouraging youth to practice critical thinking, decision-making and communication as they design and program robots. 2013 ushered in the next phase of the Texas 4-H Science contests with Regional 4-H Robotics Contests. Eleven Roscoe elementary students participated on the regional contest hosted in Odessa TX on May 10th, 2013.





3rd grade Robotics

Through this program 3rd graders are introduced to design and program robots. Twenty students were involved in the program. Students met twice a week to work in teams of 4 or 3 students. A series of tasks were assigned for their robot to perform and after 3 months of designing and programming teams took part in a competition. Other schools and the GT students participated on the competition as well. A team of female students won the competition.



Clothing and Textiles

The clothing and textiles project allows youth the opportunity to make a style of their own, be creative in sewing and designing, use basic sewing skills, develop good consumer skills when making and purchasing clothes, and serve the community by using skills learned in this project. It also focuses on helping young people gain a positive self-concept and be able to confidently put themselves out into the world. Roscoe students from third to twelfth grade gained knowledge and participated on a district competition during the summer.



Junior Master Gardener

The mission of the Junior Master Gardener (JMG) is to grow good kids by igniting a passion for learning, success and service through a unique gardening education. The Roscoe JMG group is in its second year "Health and Nutrition from the Garden". Approximately 10 children third to 6th grade participate on this program.

4-H Technology Wizards

The mission of 4-H Tech Wizards is to provide a cultural responsive small group-mentoring program. Tech Wizard capitalizes on youth ages 8-18 interested in emerging technology as a way of involving underrepresented youth and their families in learning basic life and workforce skills and aspiring to post-secondary education, productive jobs and careers, and community engagement. Two students had the opportunity to be in Washington DC for a training. There the students learned techniques to be able to train their peers to work with groups of senior citizens to help them better understand the use of technology. Twenty-six students (8th grade) are participating in the program; eight females and eighteen males, fifteen are Hispanics, two Native American, one African American and eight Caucasians.

4th to 6th Robotics

Roscoe Elementary offers robotics for elementary by participating in GEAR that stands for Getting Excited About Robotics. This year 4-H is making this opportunity more accessible to students 4th-6th grade that are not part of the gifted and talented program. Twenty-eight students are involved in the program; sixteen Hispanics, one African American, eleven Caucasians, thirteen males and fifteen females.



FUTURE PROGRAMS

Shooting Sports

The Shooting Sports Project is a comprehensive introduction to shooting sports safety and the fundamentals of shooting disciplines, including: archery, pistol, rifle, shotgun, etc. The Roscoe Collegiate shooting sports group will start after Christmas break. We have 2 rifle instructors, one archery instructor and one shotgun instructor in the county.

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BACKGROUND

Childhood obesity is the nation's #1 public health problem. Texas' 2013 health care & lost productivity costs are estimated at \$15.6 billion. Texas State Demographer, Karl Eschbach, projects more than 15 million obese adults by 2040. One in three Texan children is overweight or obese, including almost half of Hispanic children in the state. These children will suffer lifelong health & productivity consequences. When children become obese adults, their medical costs are 42% higher than for normal weight adults. Childhood obesity is associated with increased absences and lower grades. Prevention is the only cure. Innovative programs can reach children while they are still young, reversing their unhealthy weight trends & preventing weight gain in the first place.

TGEG TEAM

The TGEG Team took bold first steps toward reducing childhood obesity by proposing the interdisciplinary Research & Extension Project, one of 25 national obesity prevention grants funded in 2011 by USDA National Institute of Food & Agriculture. An interdisciplinary team was led by Family & Consumer Sciences, Health, Nutrition & Horticulture specialists with research partners at Texas A&M AgriLife Extension Service, Texas A&M University, TAMU School of Public Health & University of Texas (UT) School of Public Health. This team built upon previous UT research on the Coordinated Approach To Child Health (CATCH) & existing Extension program evaluation data from Walk Across Texas (WAT), Junior Master Gardener (JMG) & Dinner Tonight programs.

The Texas Grow Eat Go (TGEG) program was designed to measure and identify outputs and outcomes based on social cognitive behavioral theories and previous research with school garden and nutrition interventions. Master Gardeners and Master Wellness volunteers assisted county Extension staff to implement the program in schools participating in the study.

EVALUATION DESIGN

A group-randomized factorial design with four conditions: Coordinated School Health (CSH) alone, CSH with JMG, CSH with WAT, and CSH with both JMG and WAT) was established to compare the effects of the different interventions on the prevalence of child overweight and obesity; four child behaviors (i.e., fruit and vegetable consumption, sugar sweetened beverages, physical activity and sedentary time); four parent behaviors (i.e., promoting home access of fruits and vegetables and physical activity opportunities for children while limiting sugar sweetened beverages and child sedentary activity), and four child-parent interaction behaviors: (i.e., joint participation in gardening, food preparation, meals, and physical activities).

The full integrated research and Extension study includes 28 Title I schools, 145 teachers in five counties with over three thousand 3rd grade students and their families are involved with the TGEG project from 2012–2015. Targeting students and their families, these interventions will focus on the home food and physical activity environments through the inclusion of family-focused garden, snack, meal and physical activities. Master Volunteers (Gardeners and Wellness) will

Summary Highlights

- Over three thousand 3rd grade students and their families are involved with TGEG project
- Students demonstrated an increased vegetable intake of 13% at conclusion of TGEG pilot project
- Students showed decrease in obesity rates from 57% to 39% following six month of participation in TGEG pilot project.



recruit and support community volunteers to sustain the program. The cost-effectiveness, fidelity and use of the programs in school settings, dissemination and sustainability of these interventions will also be examined.

RESULTS OF PILOT STUDY

A pilot study was completed prior to the implementation of the full study. Listed below are the pilot results of the Texas! Grow! Eat! Go! Program on children's weight-related behaviors and weight status.

Pilot study outcomes reported for three third grade classes in the Title 1 school -122 students and parents enrolled. 62 students and 34 parents completed pre-post surveys: 95% low income, 63% Hispanic, 13% Black, 11% white and 13% other. 32% of parents were enrolled in SNAP; 10% in WIC.

Process evaluation determined teachers' success with the Junior Master Gardener (JMG) – Learn, Grow, Eat, Go curriculum activities, journaling, vegetable tasting, recipe tasting, gardening and Walk Across Texas (WAT) activities within their classrooms. Process interviews with school administrators indicated feasibility of the combined intervention with Extension & Master Gardeners support for implementation.

Students in the pilot study:

- increased vegetable intake by 13%
- increased the number of vegetables tried & preferred
- increased physical activity level 4 miles per week to 9.8 miles per week
- increased variety & activity time with parents
- reduced soda consumption by 18%
- reduced sugar drinks by 10%

Current Project

The full study started in the fall of 2012 and will test impact of these interventions when implemented for a full school year. CoHort One completed their implementation of programs in May 2013. CoHort Two implementation began in September 2013. Follow up and data collection will continue through 2014-2015 school year.



RELEVANCE

Leadership is a critical component of the Texas 4-H program. The Texas 4-H Council serves as the youth leadership face of the state program while providing youth input to a variety of program opportunities for members. Thirty-three youth were elected to serve in a leadership capacity this year as a delegate to the Texas 4-H Council. Representing Texas 4-H at various events and functions is an important aspect of the year of service.

RESPONSE

To develop leadership skills and to enhance skills that the delegates already possess, elected youth are involved in training experiences throughout the year and are given the opportunities to practice learned skills in a safe environment.

- 31 youth representing the 12 Extension districts of Texas participated in the Texas 4-H Council Workshop at the Texas 4-H Conference Center; Workshop sessions included media communication, public speaking, etiquette, teamwork, service, goal setting, and understanding self to work with others
- Volunteered to serve on committees and also volunteered for leadership of those committees
- Assisted the State Fair of Texas with a statewide food drive benefitting the Northeast Texas Food Bank
- Toured the Sixth Floor Museum at Dealey Plaza
- Participated in 4 face-to-face business meetings and 6 Centra Symposium planning meetings offering a youth perspective and giving input to Junior Leader Retreat, Texas 4-H Roundup, SALE Youth Leadership Day and the Houston Livestock Show and Rodeo AG4U event
- Conducted Junior Leadership Retreat for junior and intermediate 4-H members; Workshop sessions included Golf Challenge, Sportfishing, Recipe Rally, Science, Engineering and Technology, and a Service Learning opportunity with Any Soldier (filled 90 boxes to ship to active military personnel)
- Represented Texas 4-H at a Ft. Worth Livestock Show Donor Appreciation Breakfast
- Coordinated booth and float entry for the SALE Youth Day focusing on Healthy Lifestyles
- Assisted HLS&R personnel with the AG4U event
- Motivated youth during scramble awards events at HLS&R
- Provided youth leadership to the Texas 4-H Roundup event in College Station on TAMU campus

Summary Highlights

- Elected by their peers, Texas 4-H Council members provide input for programming efforts while developing and practicing leadership skills.
- Educational opportunities are provided through workshops, tours, participation and hands-on applied experiences.
- Results suggests that Council members are better prepared to lead their peer groups because of better communication skills, facilitation skills, and understanding of others.



RESULTS:

As a result of the Texas 4-H Council experience, 19 members responded to a leadership behavior survey and reported the following. Keep in mind that these are members who have gotten leadership training in their respective district, county, and even at the club level.

- 90% better understands various leadership styles
- 89% has a better knowledge of various communication strategies
- 84% reported being able to work more effectively in groups
- 84% increased their knowledge for facilitating groups
- 83% understands creativity and its characteristics
- 79% has greater confidence in sharing their ideas with others
- 74% sees the advantage of working in groups to think more creatively
- 72% can read another person's body language while communicating with them



Contact:

RELEVANCE

Young people need far more guidance and information about college and career opportunities than did past generations, primarily because the competitiveness of the university systems, changing high-tech industries and confusion about where specific degrees can leave an individual within the workforce. It is important that we invest in the wellbeing of our children's future; one of the best ways to guide young people is by allowing them exciting opportunities to explore different college and career paths they might not have been exposed to. The Operation: Military Kids College and Career Camp was established to allow youth the opportunity to explore a college campus and see firsthand some of the disciplines available and majors they would like to pursue.

Summary Highlights

- A total of fifteen National Guard and Reserve youth participated in the camp
- The average score on the post evaluation was 93% correct
- Camp allowed youth to network with their peers that are facing the same issues of military culture

RESPONSE

As a result of the need to increase interest and enrollment in secondary education, Texas Operation: Military Kids, National Guard State and Family Programs and Army Reserve Child Youth and School Services collaborated to host a College and Career Camp at the University of Texas at Austin. The day was designed to engage and educate our youth on secondary education.

- The camp provided the youth the opportunity to explore a college campus
- The youth had the chance to explore many different career paths
- Youth were given more information on the process of applying to college
- The experience gave youth the tools necessary to begin planning for college
- Camp allowed youth to network with their peers that are facing the same issues of military culture
- The camp allowed the youth to explore new interests

RESULTS

The goal of hosting the College and Career Camp was to give the youth the opportunity to become more familiar with the process of applying for college, the many different opportunities available in college, the many disciplines that can be studied and exploration of many different careers. The youth were given a fourteen question pre and post evaluation to assess their knowledge of majors, costs, requirements for acceptance and salaries.

Impact of the College and Career Camp

The following results focus on the **fifteen** youth who completed a pre and post evaluation.

Results are as follows:

- All fifteen participants scored higher on the post evaluation
- The average score on the pre evaluation was **19% correct**
- The average score on the post evaluation was **93% correct**
- This represents an average increase in score of 390%
- Table below illustrates the increases in correct answers for each of the questions on the test



Question	Pre-Test Correct	Post-Test Correct	Percent Increase
The Mechanical Engineering Department at the University of Texas is part of?	0	15	1500%
How many students at UT are students in the College of Fine Arts?	1	15	1400%
When is the Freshman application deadline?	1	14	1300%
The average cost of 1 year at UT for a Texas Resident is?	1	14	1300%
A Mechanical Engineer graduating from UT, makes an average annual salary of?	1	14	1300%
How many college credits does it take to receive a bachelor's degree in Nursing?	1	12	1100%
Who was Florence Nightingale; what does she represent and what did she do?	2	14	600%
Approximately how many students live on campus?	2	13	550%
How many times a minute does an adult's heart beat, usually, if the person is relaxing and reading?	4	14	250%
How many credit hours are required to receive a Bachelors Degree in Mechanical Engineering at UT?	4	14	250%
What are some careers that you might obtain after receiving a degree in Fine Arts?	4	14	250%
All the following are a part of the College of Fine Arts except?	5	15	200%
What are three application requirements to get into University of Texas-Austin?	5	14	180%
Some of the disciplines that are available for study in Mechanical Engineering are:	9	14	56%

COMMENTS FROM YOUTH AND VOLUNTEERS

Participants identified it as beneficial and helped their future college and career choices.

- *“This camp provided me with some new ideas in my future career.”*
- *“I had no idea it cost that much to go to college.”*
- *“There are so many different programs and activities to get involved in, I cannot wait!”*

SPECIAL RECOGNITION

We want to thank our partners and community leaders for their continued support of our 4-H Military Programs. This camp would not be possible

without the support of 4-H Military Program Staff, Texas A&M AgriLife Extension Service, National Guard State and Family Programs, Army Reserve Child Youth and School Service Military Family Life Consultant and the University of Texas at Austin.



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RELEVANCE

The World Health Organization has declared obesity a global epidemic. According to the National Health and Nutrition Examination Survey, more and more youth are dealing with obesity or overweight starting at an earlier age. Children are increasingly adopting unhealthy lifestyles with the increase of internet, television, video games and unhealthy diet; youth are more sedentary than ever before. If youth continue to lead sedentary lives, they could be at risk of developing diabetes, suffering from obesity and facing other negative medical conditions. It is crucial that youth are taught the importance of a healthy diet and physical activity. Young kids need physical activity to build strength, coordination, build relationships, confidence and to lay the groundwork for a healthy lifestyle.

Summary Highlights

- Youth were given tools to make decisions on eating healthy
- All 73 participants scored higher on the post evaluation
- Camp provided youth the opportunity to explore new ways to be active

RESPONSE

As a result of the need to increase healthier active life styles for our youth, the Texas 4-H Military Program, Texas A&M AgriLife Extension Service, Army Child and Youth School Service, National Guard State and Family Programs, Army Reserve Child Youth and School Services and Scott and White Healthcare collaborated to host a Health and Fitness Camp at the Texas A&M Blackland Research and Extension Center. The day was designed to engage and educate our youth on health and active life styles.

- The camp provided the youth the opportunity to explore new ways to be active
- The youth learned about the importance of maintaining a healthy diet
- Youth were given tools to make decisions on eating healthy
- The youth learned from a variety of community partners and volunteers

RESULTS

The goal of hosting the Health and Fitness Camp was to educate youth on the importance of living a healthy life style while having fun. Youth were exposed to a variety of healthy living topics and activities that made them better equipped to make healthy choices that will benefit them throughout their lives.

Impact of the Health and Fitness Camp

The following results focus on the **73** youth that completed a pre and post evaluation. Results are as follows:

- All 73 participants scored higher on the post evaluation
- The average score on the pre evaluation was 6.6 questions correct
- The average score on the post evaluation was 14.3 questions correct
- This represents an average increase in score of 118%
- The table below illustrates the increases in correct answers for each of the questions asked on the test



Question	Pre-Test Correct	Post-Test Correct	Percent Increase
What is the symbol for 4-H?	43	63	46.5%
What do the 4-H's stand for?	31	59	90.3%
What is aerobic activity/exercise?	32	70	118.8%
How many hours of screen time (TV, video games, computer) should you spend each day?	23	51	121.7%
More than two hours per day of screen time for children and teens can be associated with?	28	64	128.6%
True or False: Many youth spend too much time indoors playing video games or watching television and don't get the recommended time of physical activity every day.	28	56	100%
Spinach is a great source of what?	32	70	118.8%
Why is fiber important to incorporate in your daily diet?	34	47	38.2%
What foods are a good source of fiber?	15	52	246.7%
Which of these is required to be on a food label?	33	57	72.7%
How many calories should someone consume each day?	25	54	116%
What is a serving size?	19	49	157.9
What happens if you eat too many serving sizes?	22	56	154.6%
Name some ways to change the habit of eating too much?	24	53	120.8%
Which of these is not one of the 5 groups of MyPlate:	23	56	143.5%
How many glasses of water should you have a day?	22	66	200%
Where is the best place to defrost meat?	27	56	107.4%

COMMENTS FROM YOUTH AND VOLUNTEERS

Many of the participants that attended the camp identified it as benefiting them.

- *“My favorite activity of the day was the healthy snack; I thought I would hate it because it had spinach, but it was actually really good.”*
- *“Thank you for allowing me to be a part of the camp and work with the military youth.”*

ACKNOWLEDGEMENTS

A big thank to our partners and community leaders for their continued support of our 4-H Military Programs. These opportunities would not be possible without the support of 4-H Military Program Staff, Texas A&M AgriLife Extension Service, Texas A&M AgriLife Blackland Research and Extension Center, National Guard State and Family Programs, Army Reserve Child Youth and School Service and Scott and White Healthcare.



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RELEVANCE

Science, Technology, Engineering and Math (STEM) is important to our volunteers and our youths future. STEM is everywhere in the world around us from nature, weather, food and transportation. For our youth, STEM is their future because of the technological age in which they live, their best career options and their key to wise decisions. In 2009, the United States Department of Labor listed the ten most wanted employees, eight of those employees were ones with degrees in the STEM fields: accounting, computer science, electrical engineering, mechanical engineering, information sciences and systems, computer engineering, civil engineering, economics and finance. According to the U. S. Department of Commerce, STEM occupations are growing at 17%, while others are growing at 9.8%. These statistics support our plan to introduce youth to science-based curriculums that provides participants with both engaging and practical experiences.

RESPONSE

As a result of the need for increased knowledge of STEM and all it entails, Texas 4-H Tech Wizards, Texas 4-H Military, Operation: Military Kids, Clearwater Underground Water Conservation District, Texas A&M AgriLife Extension Service Coryell, Bell and Austin Counties, Fort Hood Army Child, Youth and School Services, NRCS and Girl Scouts of Central Texas collaborated to host the Texas 4-H Military Science Day Camp. The day camp fostered a safe and fun environment for learning and exploring the world of STEM.

- The youth had the opportunity to witness a rainfall simulator and learn the effects of run-off and contamination to our water.
- The youth engaged in an activity that demonstrated the importance of hand washing and hygiene, in order to stay healthy and active.
- An introduction to soil education enabled the youth to become more aware of the world around them.
- The youth engaged in an inquiry based activities through science experiments that included: Snap Circuits, Bio-Fuels Blast and homemade slime.
- The youth were also introduced to robotics and how it affects our everyday life.

RESULTS

The goal of the Texas 4-H Military Science Day Camp was to educate youth on the importance of STEM to our world and their futures. Upon arrival at the camp each youth were given a pre evaluation test. The fifteen-question evaluation was formulated to assess their knowledge of STEM and other topics that were to be covered throughout the day. Upon the completion of the camp the youth were given the same fifteen-question post evaluation test. Our objective was to evaluate the increase in knowledge gained through the day's activities.

Impact of the Texas 4-H Military Science Day Camp

The following results focus on the 55 pre and post surveys completed by the campers who participated in the Texas 4-H Military Science Day Camp. Results are as follows:

- 100% of students scoring higher on the post-test.

Summary Highlights

- Youth engaged in an activity that demonstrated the importance of and washing and hygiene, in order to stay healthy and active
- Average score on the post-test was 83% correct (12.45 out of 15)
- A total of 55 youth engaged in an inquiry based activities through science experiments that included: Snap Circuits, Bio-Fuels Blast and homemade slime.



- The Average score on the pre-test was 33.2% correct (4.98 out of 15).
- Average score on the post-test was 83% correct (12.45 out of 15).
- This represents an average increase in score of 150%.
- Specifically, the increases per question ranged from 0% to 269%, the table below show those questions with the highest increase of positive answers, representing the topics that show the most increase in student knowledge.

Question	Percent Correct Pre Program	Percent Correct Post Program	Percent Increase
What is a colloid?	23.6	87.3	269%
When we eat food so we have energy to do things, where did that energy actually come from?	29.1	94.6	225%
Since plants contain over 50 % Carbon, where does the carbon come from?	29.1	85.5	194%
What is an active ingredient?	31.0	89.1	188%
What is the best way to apply fertilizer and other chemicals to your yard?	32.7	92.8	183%
When you use purple connector pieces, what do they transfer from the battery to the light bulb or speaker?	30.1	83.6	171%

Through a series of rotations covering various STEM based objectives the youth gained the knowledge in water conservation, soil, bio-fuels, electricity and robotics. Many of the activities and projects implemented during the course of the camp can be demonstrated and recreated for subsequent day camps. Some of the objectives met through the series of activities are:

- Provide opportunities for youth to exhibit their knowledge and skills gained
- Provide opportunities for youth to learn from their peers
- Promote teamwork among youth of various ages in rotations
- Provide the youth the opportunity to participate in new, exciting, project areas
- Provide th edge to recreate this activity in their homes, schools, or youth centers
- Provides youth with a positive youth development atmosphere

COMMENTS FROM CAMP YOUTH AND VOLUNTEERS

Many of the youth and staff that assisted with the camp identified many personal benefits and satisfaction with the Texas 4-H Military Science Day Camp.

“This is such an awesome experience for the youth to engage in STEM in a fun and new way.” – Fort Hood CYSS staff
“I never knew science could be this fun!” – Youth Participant.



SPECIAL RECOGNITION

Thanks to all those that assisted in making this camp possible: 4-H Military Program Staff, Clearwater Underground Water Conservation District, Texas A&M AgriLife Extension Service Coryell, Bell, Fayette and Austin counties, Fort Hood Army Child, Youth and School Services, NRCS and Girl Scouts of Central Texas.

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RELEVANCE

Water is a major part of the Earth's system and affects everything around us. With Earth's system constantly changing as air, soil, and rocks interact with water every day, Texas 4-H Tech Wizards and Clearwater Underground Water Conservation District decided it was vital to educate youth about water and enabling them to better understand many other things going on in our world. We are powerless when it comes to Mother Nature, but it is vital to instill education and conservation practices into our youth today to ensure the sustainability of the valuable resource for generations to come.

RESPONSE

As a result of the need for increased knowledge of water and all it entails Texas 4-H Tech Wizards and Clearwater Underground Water Conservation District collaborated to coordinate Water Boot Camp for military youth at the Fort Hood Army Child, Youth and School Services. Partners providing programs throughout the day included: Texas A&M AgriLife Extension Service - Coryell County, Master Naturalist and Central Texas Master Gardeners. The day camp fostered a safe and fun environment for learning and exploring the world of water.

- With an interactive edible aquifer activity, youth were able to learn the layers of an aquifer and informed on run-off, ground water and how contaminants affect our water.
- Utilizing visual aids and imagination, youth became water molecules and traveled through a variety of stations that simulated the water cycle.
- Youth engaged in physical activity games that demonstrated how much of the earth is actually covered with water.
- The youth participated in a Jeopardy game where they learned common water conservation practices and facts.
- Youth read an interactive story called Wetland Metaphor that enabled them to learn about various animals and their wetland habitats.
- The youth engaged in an experiential activity where they learned about water molecules and how they move across surfaces.

RESULTS

The goal of the Water Boot Camp was to educate youth on the importance of water to our world so that they may be able to help conserve and save water for future generations. Upon arrival, each youth was given a pre evaluation test. The nine-question evaluation was formulated to assess their knowledge of water and other topics that were to be covered throughout the day. Upon the completion of the camp the youth were given the same nine-question post evaluation test. Our objective was to evaluate the increase in knowledge gained through the day's activities.

Impact of Water Boot Camp

The following results focus on the 49 pre and post surveys that were completed by the campers that participated in the Water Boot Camp. Results are as follows:

- 77.5% of students scoring higher on the post-test.
- The Average score on the pre-test was 64% correct (5.79 out of 9).
- Average score on the post-test was 77% correct (6.91 out of 9).
- This represents an average increase in score of 19%.
- Specifically, the increases per question ranged from 0% to 200%, the table below show those questions with the highest increase of positive answers, representing the topics that show the most increase in student knowledge.

Summary Highlights

- *The youth engaged in an experiential activity where they learned about water molecules and how they move across surfaces.*
- *Average score on the post-test was 77% correct (6.91 out of 9).*
- *Utilizing visual aids and imagination, youth became water molecules and traveled through a variety of stations that simulated the water cycle.*

Question	Percent Correct Pre Program	Percent Correct Post Program	Percent Increase
Groundwater makes up _____ percent of the freshwater resources in the U.S.	22.45	67.35	200%
How many gallons of water does it take to fill the average bathtub?	40.82	63.27	55%
Earth is called “The Blue Planet.” (T/F)	73.5	96.0	31%
What is an aquifer?	75.5	87.8	16%
You should always do this while brushing your teeth.	87.8	98.0	12%
Water does not exist in other locations besides on earth’s surface. (T/F)	55.1	59.2	7%

Through a series of rotations covering water and other science based lessons and activities taught during the Water Boot Camp, the youth gained the knowledge of water conservation, the water cycle, aquifers, water molecules and aquatic species. Many of the activities and projects implemented during the course of the camp can be demonstrated and recreated for subsequent day camps. Some of the objectives met through the series of activities are:

- Provide opportunities for youth to exhibit their knowledge and skills gained
- Provide opportunities for youth to learn from their peers
- Promote teamwork among youth of various ages in rotations
- Provide the youth the opportunity to participate in new, exciting, project areas
- Provides youth with a positive youth development atmosphere

COMMENTS FROM CAMP YOUTH AND VOLUNTEERS

Several of the youth and staff that assisted with the camp identified many personal benefits and satisfaction with the Water Boot Camp.

- *“I had so much fun today, I never knew water could be so interesting.” – Youth Participant*
- *“I had a great time interacting and teaching the youth about our most important resources.” – Camp Volunteer.*

SPECIAL RECOGNITION

Congratulations to all volunteers who assisted in making this camp possible: Texas A&M AgriLife Extension Service - Coryell County, 4-H Military Program Staff, Clearwater Underground Water Conservation District, Texas Master Naturalist, Central Texas Master Gardeners and Fort Hood Army and Child, Youth and School Services.



RELEVANCE

Texas boasts the largest youth livestock program in the world. County Extension Agents support this massive program area through personal expertise and interests, Texas A&M AgriLife Extension Service Specialists, and adult/teen volunteer leaders. One of the important educational methodologies is local, district and regional livestock project workshops. These educational events are designed to meet the basic livestock production knowledge and skills needed for livestock project families to be successful. To effectively serve livestock exhibitors and these meet these critical needs, County Extension Agents rely heavily on volunteers. While the traditional volunteer for livestock projects have been adults, over the past decade County Extension Agents are more consistently utilizing leaders to meet clientele need. Livestock Ambassadors serve a critical role in helping to implement these local program workshops as well.

Summary Highlights

- In 2013 75 Livestock Ambassadors were trained
- Recorded 4,464.4 Hours of Service
- Reached out to 111,979 Texans
- Volunteerism has Contributed \$100,761.51 in Economic Impact to Texas
- "This has been a life changing experience...I want to learn more"

At the same time, over the past 100 years Texas and this country have seen a significant reduction in the percentage of the population directly involved in agriculture. Nationally, less than 2% of the population is engaged in farming and ranching. Therefore an overwhelming majority of the general public are generations removed from the farm. This industrial, economic, political and societal shift has demanded the need for educated communicators to "tell the story" of animal agriculture.

RESPONSE

The Texas 4-H Livestock Ambassador program strives to provide high school aged 4-H members the opportunity to develop and practice advanced leadership skills related to mentoring other youth and to become advocates for animal agriculture.

Objectives

- Prepare youth to serve in leadership capacities in junior livestock programs across Texas.
- Prepare youth for the experience of the University setting, through intensive science based instruction and experiences.
- Prepare and provide opportunities for youth to serve in advocacy roles for animal agriculture, 4-H, and junior livestock programs.
- Develop a heightened awareness of career opportunities in animal agriculture and advocacy.
- Provide accountability measures through an online reporting system for Livestock Ambassadors to reflect on his/her leadership experiences



The "Advocacy Academy" is the second phase of the Texas 4-H Livestock Ambassador Program. While the first phase focuses primarily on animal production and mentoring novice 4-H youth; the "Advocacy Academy" exposes youth to the politics of agriculture, ethics of agricultural technology, media training, agricultural philosophy, agricultural law and lobby, collegiate internships at the capitol and communicating with non-agriculture consumers.

RESULTS

In 2013, 27 students were selected to attend the “Advocacy Academy” held on the campus of Texas Tech University. Upon completion of 8 months of service, participants were given the opportunity to complete a retrospective post evaluation. The survey was emailed to all (27) participants. 21 youth (77%) completed the evaluation. The evaluation results are summarized below.

Table 1. Future in Agriculture – Does the Livestock Ambassador Program Provides Valuable Experiences for a Future in Agriculture?

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean
Showing Livestock is beneficial no matter what career I have	0	0	0	2	19	21	4.90
I will use what I learned from showing in my career	0	0	0	2	19	21	4.90
I have met people that will help me in my career	0	0	0	3	18	21	4.86
I see myself in an Agricultural career	0	0	0	3	18	21	4.86

Preparation for college:

- 100% (18 strongly agree, 3 agree) agreed that the Livestock Program provided a unique look at college preparedness.
- 100% (18 strongly agree, 3 agree) agreed that they were given advanced livestock educational opportunities.
- 86% (9 strongly agree, 9 agree, 3 neutral) agreed that 4-H prepared them for college level curriculum.

Preparation for careers in Agriculture and effectively telling the story of animal agriculture:

- 100% (18 strongly agree, 3 agree) agreed the 4-H program taught them to identify issues that threaten livestock showing.
- 100% (15 strongly agree, 6 agree) agreed that they are confident they have the right response if questioned by an animal activist.
- 100% (14 strongly agree, 7 agree) agreed that the 4-H program has prepared me in career development.
- 95% (14 strongly agree, 6 agree, 1 neutral) agreed that 4-H has played a major role in my career development.

Table 2. Teen Leaders in Agricultural Education – Perception of Youth Leadership in Educating Livestock Exhibitors

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean
I am not qualified to help novice 4-H families with their livestock projects.	17	3	0	1	0	21	1.29
The 4-H Program overuses teen leaders at livestock clinics.	10	5	5	1	0	21	1.86
Novice 4-H youth respond better to teen leaders rather than adult leaders.	0	0	6	7	8	21	4.10

100% (12 agree, 9 strongly agree) agree that peer/teen leaders can teach novice 4-H youth to show.

- 95% (1 neutral) agree that the 4-H program prepared them to assist others with livestock projects.
- 100% (9 agree, 12 strongly agree) agree that they have something to offer in the education of novice youth about livestock.



Table 3. Responsibilities and Impact of Teen Leader – Qualification to Help Other Because of Program

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean
4-H needs a training ground for teen leaders with livestock interests.	0	0	4	11	6	21	4.10
Some adults in the 4-H program should learn from the teen leaders.	0	1	2	13	5	21	4.05
Teen leaders helped me when I started showing livestock.	1	3	1	10	6	21	3.81

90% (9 strongly disagree, 10 disagree, 2 neutral) disagree that teens are too busy to help novice youth with their projects.

SUMMARY

Students participating in the Texas 4-H Ambassador “Advocacy Academy” perceived the program to have a positive effect on their future’s in agriculture and valuing their roles in agricultural education. The results indicate these exceptional leaders have a profound interest in supporting youth livestock programming and advocating for animal agriculture. Given the Livestock Ambassadors passion for serving others and animal agriculture – one should not be surprised by the dramatic impact they are having in their communities. County Extension Agents continue to recommend exceptional livestock youth for the program because they see the strength Livestock Ambassadors bring to the county 4-H program. Further, these advocates are engaging the general public and offering research backed information regarding livestock production.

FUTURE

Multiple Texas 4-H and graduate research projects continue to confirm the value of the Texas 4-H Livestock Ambassador Program. Research consistently supports the leadership and career development, college preparedness and agricultural advocacy as outcomes of participation. In 2014, a committee will be formed for the purpose of building an international travel experience for Livestock Ambassadors. The international agricultural tours will provide the students with a better understanding of global agriculture.

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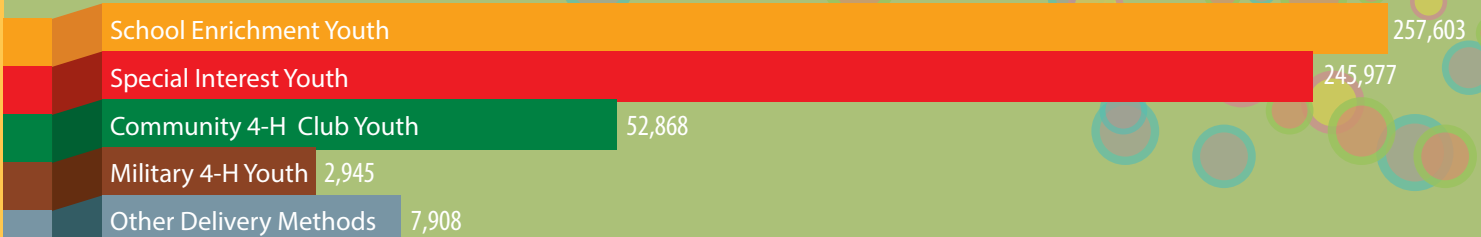
texas4-h.tamu.edu

2012-13 4-H Enrollment

Texas 4-H Youth Development Program

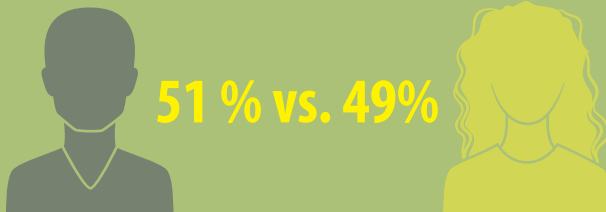


4-H Participation By Delivery Method

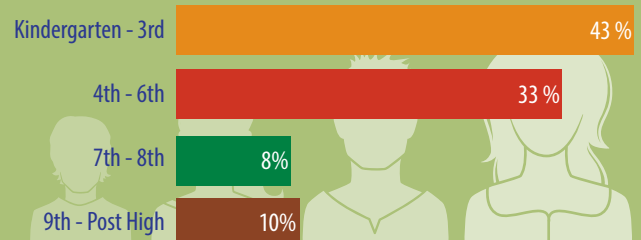


Numbers do reflect duplicate youth

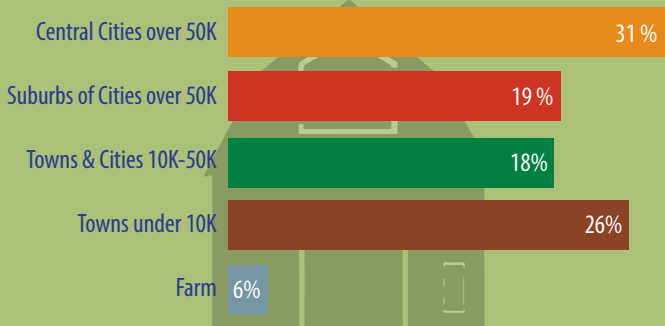
Gender



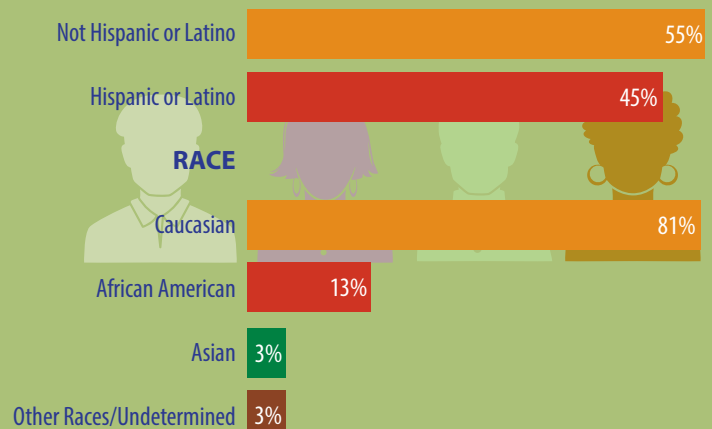
Grade



Place of Residence



Ethnicity & Race



Top Ten Experiences

