

Constructive Use of Time

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Region: West **Circle which primary base program it addresses - 4-H**

Section 1. Relevance

Relevance is included to provide the reason the educational program should be developed to address the identified issue. Within the relevance section, there are several questions that must be addressed. This section will seek to address these.

Where did this issue surface?

Texas Community Futures Forum

County Committees

Specialist(s)

Other: National Issue

What is the issue/problem?

Need for resources in after school; need for activities for youth in/out of school time; quality training for after school

Problem size and scope? (How many people does it affect? How wide spread?)

Problem severity? (How serious is this issue?) **HIGH**

Target Audience? (Who does the problem impact and how many?)

What are some general characteristics of the audience this program targets? How will you market this program to others?

Section 2. Response

Response refers to how Extension intends to address the issue by developing an educational program.

State the goal of the program. This is a statement, usually general and abstract, of a desired state or outcome. It is usually one sentence.

State the outcome objectives. These are the objectives that describe the intended results of a program (e.g. attitudes, knowledge, skills, adoption of practice/technology, change of behavior). Examples include:

| | |
|------------------------|---|
| Client Change | At the end of this program, will.... |
| <i>Knowledge</i> | increase knowledge on.... |
| <i>Skills</i> | develop skills.... |
| <i>Attitude</i> | change their attitudes pertaining to... |
| <i>Behavior Change</i> | adopt.... |
| <i>New Technology</i> | adopt.... |
| <i>Best Practice</i> | adopt |

Program Design

| Topic (Subject Matter) | Strategy to Deliver Content (Method) | Existing Resource(s) | Contact Person(s) (Includes CEA's Specialists, Commodity Reps) |
|-------------------------------|--|--|---|
| Teacher In service | Conf w/school personnel to coordinate teacher in service Region service center contacts | curr. enrichment catalog - other available curr. | CEA |

| | | | |
|---|---|---|--|
| After school Staff Development | Training for after school staff in teaching strategies, curriculum training, etc. | 4-H after school: Guiding growth: training staff for working with youth in after school programs | Newberry National 4-H Council |
| After school Identity Marketing Piece | promotional material of available resources for afterschool audiences consistent across the state | adapt curriculum catalog include curriculum from others states | |
| Partnerships with Boys/Girls Clubs, YMCA, etc | training for staff provide curriculum utilized team leaders as volunteers in these programs | Guiding growth: training staff for working with youth in after school programs curr. catalog 4-H team leaders, ambassadors, rec teams, county council | |
| Housing Authority - Youth Centers | training for staff provide curriculum utilized team leaders as volunteers in these programs | Guiding growth: training staff for working with youth in after school programs curr. catalog 4-H team leaders, ambassadors, rec teams, county council | |
| Military Programs - 4-H Clubs | training for staff Provide curr./project info | 4-H after school: starting 4-H clubs in after school programs 4-H curriculum | |
| Faith Based community partnership | networking training for staff | 4-H curr. 4-H EAX | Ministerial Alliances Youth ministries VBS directors |
| After school Online | online course thru CECP | web-based course | CECP |

| | | | |
|---|--|---|---------------------------------------|
| Retaining older youth - 4-H Sigma Lambda Chi | Organize 4H EAX utilized youth to coordinate community service/service leaving | leadership Dev. Through comm. action Georgia E A X | Student Councils, Church Youth Groups |
| YEA 4H | Training for afterschool audiences to implement Texas Curriculum | YEA 4H Curriculum Brochures YEA 4H Exhibit | CN |
| Lights on Afterschool | Partner with Afterschool providers to coordinate LOA event | LOA website 4H curr/programing JC Penny Afterschool coaches | afterschool providers |
| 4-H Best Curriculum | Provide training provide order info from Tennessee | 4-H Best Curr. From Tennessee Ext | Lillianne Goeders |
| Leadership Development through community action | Provide training provide order info from Illinois ext | Leadership dev. through comm. Action form Illinois ext | C. Newberry CCS curr. - citizenship |
| Lessons & More | Provide Training Provide Order Info from CCS | Lessons and more curr from CCS | |
| Portable Challenge Equipment - Recreation Programming | Team building workshops Teacher in service Team Leader training | Challenge course equip & resource books | Cody, Cheryl, Drew |
| Talking with TJ | Staff Training Programs for youth | Talking w/TJ Curr | |

| | | | |
|---|---|--|---------------|
| Curriculum Modules -something's fishy - wildlife success stories - white tail deer - predators in the classroom | curr. Enrichment after-school programs | districts with modules to check out | wildlife spec |
| Partnership/collaborate w/ J C Penny after-school Coaches | conference | | |
| Texans Building Character | After-school staff training program delivery juvenile-- justice staff | TBC Char. Courts Character Becomes You | |

Section 3. Results

| Client Change Level | Sample Questions (Review the objectives section to help place questions or statements in the space below) |
|---------------------|---|
| <i>Knowledge</i> | |

| | |
|----------------------------|--|
| <i>Skills</i> | |
| Client Change Level | Sample Questions (Review the objectives section to help place questions or statements in the space below) |
| <i>Attitude</i> | |

| | |
|------------------------|--|
| <i>Behavior Change</i> | |
|------------------------|--|

| Client Change Level | Sample Questions (Review the objectives section to help place questions or statements in the space below) |
|----------------------------|--|
| <i>New Technology</i> | |

| | |
|----------------------|--|
| <i>Best Practice</i> | |
|----------------------|--|

**Character Education
Teacher Interview Evaluation
(Austin County)**

Due to your students participation, did you notice a difference in their interpersonal relationship with others?

YES

NO

Please explain your answer.

Did you notice the showing more respect to others?

YES

NO

Please explain your answer.

Do you see them practicing the “Golden Rule?”

YES

NO

Please explain your answer.

Did the students exhibit a greater sense of responsibility because of their participation?

YES

NO

Please explain your answer.

Do the students show more expressions of gratitude?

YES

NO

Please explain your answer.

Have they shown the courage to do the right thing?

YES

NO

Please explain your answer.

Overall, did you see a change in their character?

YES

NO

Please explain your answer.

HERE IS ANOTHER EXAMPLE OF A BEFORE AND AFTER CHARACTER EDUCATION PROGRAM EVALUATION.

**TEXAN'S BUILDING CHARACTER
YOUTH EVALUATION
BEFORE**

For each of the sentences below, circle the ONE number that best describes you BEFORE you learned anything about character.

| Never 1 | Sometimes 2 | Always 3 | | | |
|--|----------------|-------------|--------|---|---|
| STATEMENTS | | | BEFORE | | |
| | | | 1 | 2 | 3 |
| Complete my obligations and follow through with my promises. | | | 1 | 2 | 3 |
| Show respect to others. | | | 1 | 2 | 3 |
| Apply the Golden Rule to my life. | | | 1 | 2 | 3 |
| Take responsibility for my own actions. | | | 1 | 2 | 3 |
| Play by the rules to be fair. | | | 1 | 2 | 3 |
| Set goals for myself to achieve. | | | 1 | 2 | 3 |
| Listen to everyone's opinions. | | | 1 | 2 | 3 |
| Accept others for who they are. | | | 1 | 2 | 3 |
| Make ethical decisions. | | | 1 | 2 | 3 |
| Cooperate with others. | | | 1 | 2 | 3 |
| Get along with others. | | | 1 | 2 | 3 |
| Apply new ideas to be an effective leader. | | | 1 | 2 | 3 |
| Care for others. | | | 1 | 2 | 3 |
| Being a good neighbor and work for the common good. | | | 1 | 2 | 3 |
| Help others in need. | | | 1 | 2 | 3 |

**TEXAN'S BUILDING CHARACTER
YOUTH EVALUATION
AFTER**

Now circle the ONE number that you think best describes you now that you have learned about character.

| | | |
|------------|----------------|-------------|
| Never 1 | Sometimes 2 | Always 3 |
|------------|----------------|-------------|

| STATEMENTS | AFTER | | |
|--|-------|---|---|
| Complete my obligations and follow through with my promises. | 1 | 2 | 3 |
| Show respect to others. | 1 | 2 | 3 |
| Apply the Golden Rule to my life. | 1 | 2 | 3 |
| Take responsibility for my own actions. | 1 | 2 | 3 |
| Play by the rules to be fair. | 1 | 2 | 3 |
| Set goals for myself to achieve. | 1 | 2 | 3 |
| Listen to everyone's opinions. | 1 | 2 | 3 |
| Accept others for who they are. | 1 | 2 | 3 |
| Make ethical decisions. | 1 | 2 | 3 |
| Cooperate with others. | 1 | 2 | 3 |
| Get along with others. | 1 | 2 | 3 |
| Apply new ideas to be an effective leader. | 1 | 2 | 3 |
| Care for others. | 1 | 2 | 3 |
| Being a good neighbor and work for the common good. | 1 | 2 | 3 |
| Help others in need. | 1 | 2 | 3 |

**THIS IS A RETROSPECTIVE POST EXAMPLE
WILSON COUNTY
TEXAN'S BUILDING CHARACTER**

Your help is needed in providing vital feedback on the activity you have just completed. This information is important because your answers will serve as a guide for making changes to improve this activity. Please take a moment to complete this survey by indicating whether your habits have changed as a result of your experience. Thank you for your support of this activity and the Texas 4-H and Youth Development Program.

For each of the practices listed below, in the LEFT column, circle the ONE number that best reflects you before the Character

Education Series. Then, in the RIGHT column, circle the ONE number that you think best reflects the students' attitudes (as a class) after the Character Education Series.

Never **Seldom** **Sometimes** **Often** **Always**
1 **2** **3** **4** **5**

| STATEMENTS | <u>BEFORE</u> Character Education | | | | | <u>AFTER</u> Character Education | | | | |
|--|-----------------------------------|---|---|---|---|----------------------------------|---|---|---|---|
| Complete my obligations and follow through with my promises. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Show respect to others. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Apply the Golden Rule to my life. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Take responsibility for my own actions. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Play by the rules to be fair. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Set goals for myself to achieve. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Listen to everyone's opinions. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Accept others for who they are. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Make ethical decisions. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Cooperate with others. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Get along with others. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Apply new ideas to be an effective leader. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Care for others. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Being a good neighbor and work for the common good. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Help others in need. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

Please list the six pillars of character below.

Interpretation. The last step in the process is interpreting the results to our stakeholders. List internal and external stakeholders that would be interested in the results of this educational program. Do not forget to think about other state agencies and groups that would be interested in these outcomes.

| Internal to Extension Stakeholders | External Stakeholders |
|--|---|
| Better promotion of skills attained through newsletters and news articles when giving results. | Statistics must be used to show that productive citizens will be a result of the program (vandalism, crime, etc.) |
| Number of dollars saved as a result of keeping kids out of trouble - show number of decreases in crime, juvenile delinquency, etc. | Workforce, Chamber of Commerce, employees |
| | Major corporations to support financially with the privatization of 4-H. |

Additional Resources. What additional resources are needed to address this issue? In other words, what is needed to design innovative programs that will impact our audiences? Use the space below or the back if needed.