

Higher Education (Financing and Awareness)

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

Section 1. Relevance

Where did this issue surface?

Texas Community Futures Forum
Commodity/Industry/Special Interest Groups (4-H groups)
Other: Junior Colleges and Universities

What is the issue/problem?

Awareness- not many families are aware that there are funds (financial aids) that will allow youth to attend college; schools and communities are responsible for notifying families of opportunities to attend college.

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

The entire state and more specifically the community when there are not enough professionals to fill jobs and too many people with too few professional jobs

Problem severity? (How serious is this issue?)

High

Description: Progressing towards and uneducated workforce.

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

Parents/Adults and youth (may also depend on the county)

What are some general characteristics of the audience this program targets?

Not enrolled in higher education, first generation possible college students, perceive working now (having an income) beats going to college (immediate gratification), individuals who don't understand what college is and its advantages.

Section 2. Response

Increase awareness of educational avenues available to citizens

State the outcome objectives.

Client Change	At the end of this program, will....
<i>Knowledge</i>	increase knowledge on.... Availability of financing options for educational opportunities; gain knowledge.
<i>Skills</i>	develop skills.... In basic financial matters; completing applications for scholarships and financial institutions (basic writing); budgeting, saving, record keeping
<i>Attitude</i>	change their attitudes pertaining to... Perceive college, or any form of higher education as an option; sense of pride, knowing they have a chance to go to college; perceive that long term goals of going to college and better than working now instead of going to college

<i>Behavior Change</i>	adopt.... Open savings accounts instead of spending money from livestock projects
<i>New Technology</i>	adopt.... Using technology to search for training and educational opportunities; online banking; online classes
<i>Best Practice</i>	adopt All youth will enroll and complete some form of higher education

Program Design.

Topic (Subject Matter)	Existing Resource(s)	Contact Person(s)
Career Days	School counselors, businesses, colleges	counselor/school officials, PTO/PTA
College Night	School counselors	Recruiters, school officials
University Representatives	Technical school or college admissions, Dept. Recruiter	Recruiter, counselor
Financial Institutions Workshop	Banks, Money 2000, Extension Specialist, Real World Curriculum	Loan officers, director of new accounts
Career Exploration	CII (Career Index Inventory Data), 4-H Curriculums (All Career Component)	Guidance Counselor, Principal, Superintendent

Section 3. Results

The last section deals with evaluation of this program. The evaluation content should mirror the objectives that are outlined in section two. Please try and list some specific questions that should be asked to the target audience to determine if the intended change took place. List as many potential questions as possible. The goal here is to create a question bank for each client change level so that the educator can review these questions to see if any of them are relevant to their program. If they are, then they can use them to measure change in their program.

Client Change Level	Sample Questions (Review the objectives section to help place questions or statements in the space below)
<i>Knowledge</i>	What are your options for educational opportunities? Did you apply for financial aide? What are the benefits fo going to college for you? How many scholarship applications did you complete? How many colleges did you apply to?

<i>Skills</i>	<p>Are you saving for college? Have you built a budget for...? What does your record keeping look like? Were you able to complete the application successfully?</p>
<i>Attitude</i>	<p>Where do you see yourself in 5-10 years? (What are your career goals?) What are the steps for achieving those goals? (Do you have a plan?) What are your feelings about going to college? Do you think college is attainable for you? Do you perceive college as a greater benefit rather than working now?</p>
<i>Behavior Change</i>	<p>Did you open a savings account? Have you established a higher education savings account? Do you periodically contribute additional funds to your higher education account from 4-H project income, summer employment or any other financial incomes?</p>
<i>New Technology</i>	<p>What advances to assist in higher education? Did you use the internet to research ways to finance higher education? Did you use the internet to apply for financial aid and admissions to college?</p>
<i>Best Practice</i>	<p>Have you applied to a higher education institution or technical school? Do you perceive higher education as a benefit?</p>

Economic Indicators: Are there economic indicators that can be measured concerning this issue?

YES

Please list them below.

1. The more accounts established by 4-H members, increases the economic impact of communities state wide
2. Sense of ownership of future education needs.
3. Establish sense of financial responsibility

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
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4-H Committees DEA EPC 4-H Volunteer Association 4-H Agents Networking Among Extension Faculty	Stock Show donors 4-H Supporters Chambers of Commerce Commissioners Court Business Owners Lending Institutions Local Educational Agencies Local Schools District Representative Legislatures FAIR Associations
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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.

Funding
Educational Agencies (TEA)
Nancy Granovsky - Ext. Econ.