

Issue: Water Quality/Conservation

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Region: South **Circle which primary base program it addresses -** ANR

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?

Sources where issue surfaced:

Texas Community Futures Forum

What is the issue/problem?

Water Quality/Conservation

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

Everyone

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

Description: Medium could become high if unaddressed

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

Everyone (individuals, businesses (retail and wholesale), lawn services, etc.

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

They are diverse

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.
 Example: To increase profits for beef cattle producers.

To teach the public how they can individually, positively impact water conservation and quality.

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).

Client Change	At the end of this program, will....
<i>Knowledge</i>	increase knowledge on.... 1. The issue itself 2. Practices that are sustainable and positively impact the issue
<i>Skills</i>	develop skills.... 1. Promote conservation (indoor/outdoor) 2. Proper and limited use of chemicals 3. Proper disposal of hazardous waste
<i>Attitude</i>	change their attitudes pertaining to... 1. Personal Responsibility 2. Respect for Others 3. Belief the issue exists and data and forecasts are accurate
<i>Behavior Change</i>	adopt.... Begin to Conserve
<i>New Technology</i>	adopt.... Use of devices that help conserve
<i>Best Practice</i>	adopt The skills taught in part 2 (low and low devices, proper landscaping, proper irrigation, IPM, disposal, etc.)

Program Design. In the space below, provide an explanation of the program design. Try to list the topics that could be addressed under this issue. For example, if this was an educational program for new ranch landowners, topics could include: pond management, introduction to beef cattle production, introduction to wildlife management, and general landscaping. Also, try and list resources that could be used to help develop or provide existing curriculum to address the issue.

Topic (Subject Matter)	Existing Resource(s)	Contact Person(s)
Water Smart Landscaping ~ individuals ~ landscape companies		John Jacob
Low-flow devices Indoor conservation		
IPM & safe use of chemicals		Carlos Bogran
Hazardous Waste Collection		Debbie King
Irrigation		
Water Testing		Larry Barnes
Personal Conservation		
Character Counts		

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.

Remember, not all evaluation strategies have to be written questionnaires. They may also be interviews, direct observation, or focus groups. Please describe your method in this section where appropriate.

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>	

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

YES

NO

Please list them 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
Agents Specialists Master Gardeners Master Naturalists	County Commissioners Homeowners Associations Water Districts Parks and Wildlife Legislators TNLA TDA Municipalities

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.