

**TRENDS IN TEXAS YOUTH LIVESTOCK EXHIBITION AND COUNTY
EXTENSION AGENT PERCEPTIONS AND ADOPTION OF QUALITY
COUNTS**

A Thesis

by

DUSTIN WAYNE COUFAL

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

December 2007

Major Subject: Agricultural Education

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Approved by:

Chair of Committee,
Committee Members,

Head of Department,

Chris Boleman
Scott Cummings
Chris Skaggs
Christine Townsend

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ABSTRACT

Trends in Texas Youth Livestock Exhibition and County Extension Agent Perceptions
and Adoption of Quality Counts. (December 2007)

Dustin Wayne Coufal, B.S., Texas A&M University

Chair of Committee: Dr. Chris Boleman

Each year, County Extension Agents dedicate many hours toward educational programs to serve clientele. One of the largest programs in 4-H is the youth livestock project. Livestock projects take a significant amount of time and there is a variety of programs offered to youth exhibitors. One of these educational programs offered through Texas Cooperative Extension is Quality Counts. Quality Counts focuses on teaching character education and quality assurance to youth livestock exhibitors.

The purpose of this study was to determine the total number of youth livestock projects entered in Texas during 2006 and identify any apparent educational trends. The second objective of this study was to determine how Quality Counts is perceived by County Extension Agents.

To complete this study, a web based survey was sent administered to every County Extension office in Texas. 250 of 254 counties responded to the survey (98.43% response rate). From data collected, it was revealed that there were a total of 89,839 total livestock projects entered in 2006 at the county level (76,225 market and 13, 614 breeding). This data was compared to a previous study completed in 2001 by Boleman, Howard, Smith, and Couch. This data compared market livestock entry numbers. Based

upon the comparison, market livestock projects have increased by 7.06% since 2000. Beef cattle and goats have increased, while sheep and swine have slightly decreased.

Roughly a third of Texas counties will be utilizing the Quality Counts curriculum during the year 2007. Qualitative analysis reveals that Quality Counts is seen as educationally useful and easy to implement into traditional livestock educational programming, and is most often used as part of ongoing project clinics. Most importantly, program participants are increasing their knowledge of livestock projects, character, and ethics. Respondents are also beginning to see program participants' behaviors change because of participating in Quality Counts.

DEDICATION

This thesis is dedicated to my family.

ACKNOWLEDGMENTS

There are many people who I would like to acknowledge for helping me to prepare this manuscript. First off, I would like to thank my always loving and supportive wife Brigit. You understand and accept that you married someone who works late nights and weekends and all you ask is a few words when I get home. You support both my educational and career goals and push me to excel. I count my blessings each day that I was lucky to find a woman like you. I also would like to thank Cole, my young son, who puts this whole crazy life into a simple perspective. I promise the late nights on the computer and at the office are to provide for you.

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Aggie would have never come true. Your support as I chose to continue my education while working full time will never be forgotten. I am blessed that I was given such a fine set of parents to learn from. Hopefully I will be the rock to my children that you have been to me.

Finally, I would like to send out many thanks to the County Extension Agents that helped to make this study possible. I am lucky to count you as colleagues and friends. Thank you.

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CHAPTER I

INTRODUCTION

Youth livestock projects in Texas are a cornerstone of 4-H and FFA programs. Each year, youth across Texas participate in local, county, district, regional, and state livestock shows with these projects. These projects are used as a tool to teach young people many skills and lessons, and it is vital that educators strive to ensure that youth develop skills that will lead them to success. Livestock projects are a vehicle that is used to instill in youth the highest standards of personal character and feeding and care of their project (Chilek, Boleman, Sterle, Smith, Phillips, Kieth, Coufal, 2003). Quality Counts is a unique program that teaches character education and quality assurance to youth livestock exhibitors. The three objectives of Quality Counts are to:

1. Enhance character education for Texas 4-H and FFA youth;
2. Ensure all 4-H and FFA projects meet all food quality standards; and
3. Promote a positive image of youth livestock programs.

Quality Counts was developed by County Extension Agents, Agricultural Science Teachers, Extension Specialists, Extension Administration, and Texas FFA administration with a vested interest in the success of the youth livestock program. The program is unique in the fact that it was created by both 4-H and FFA professionals and targets all youth livestock exhibitors.

This thesis follows the style and format of the *Journal of Agricultural Education*.

To accomplish its objectives, the curriculum is divided into four chapters. Each chapter is broken down into lessons with corresponding activities, many of which include hands-on learning. Chapter 1 - Introduction to Quality Counts provides an overview of the program and introduces the participants to Quality Counts. This chapter introduces the Six Pillars of Character, the Purpose of 4-H/FFA, and the Purpose of Livestock Projects. Chapter 2 - Food Safety introduces participants to quality assurance principles such as the Food Supply Continuum, HACCP (Hazard Analysis and Critical Control Points), and identifying potential hazards in meat products. Chapter 3 – Proper Care of Livestock continues with quality assurance principles through animal care and well-being, reading medication and feed tags, drug withdrawal times, and medication administration. This chapter ties these principles into the character education side of the curriculum (Chilek, et al., 2003).

Quality Counts was piloted by 20 County Extension Agents and Agricultural Science Teachers in the fall of 2002. Each pilot county and/or school tested the curriculum to determine if the lessons and activities were able to be implemented using acceptable and appropriate methodology. Results from the pilot proved to have positive result. The Quality Counts Advisory Committee was then formed to determine strategies to implement statewide. During the spring of 2003, the committee worked with the Agricultural Communications department from Texas A&M University to produce a curriculum that could be distributed statewide. Committee members were also charged with the challenge to find sponsors to help fund the curriculum. In August 2003, every County Extension office and Agricultural Science Department in Texas was sent a copy

of the Quality Counts curriculum. To introduce Quality Counts to the Agricultural Science Teachers and County Extension Agents, the Quality Counts Advisory Committee presented trainings at each of the 12 Extension District fall faculty conferences and to every Texas FFA District meeting. Overall, over 1900 County Extension Agents and Agricultural Science Teachers were trained to use the Quality Counts curriculum. Since its release in 2003, Quality Counts has been in the implementation stage.

Statement of the Problem

The only previous study conducted to determine trends in 4-H and FFA livestock exhibition in Texas was in 2000 (Boleman, Howard, Smith, and Couch, 2001). Livestock projects have been characterized as a strong project for youth. However, they are a long term project that takes tremendous time, effort, and expense to raise the project correctly. Several opinion leaders in the Texas livestock showing industry have suggested that due to competing extracurricular activities, management time of the project, and increased cost, there has been a significant decrease in participation in livestock projects. As a result, questions regarding exhibition were asked as a part of this study.

The second portion of the study focused on Quality Counts. It was released statewide in 2003 to all County Extension Agents and Agricultural Science Teachers. Since the inception of this program, it was important to determine trends in participation and implementation. The following specific questions included:

- How do Extension Agents perceive this program?

- Is Quality Counts being adopted, and if so, how?
- What results are we seeing if the program has been implemented?

This study sought to answer the aforementioned questions.

Purpose and Objectives

The purpose of this study was to measure the current number of 4-H and FFA youth livestock projects at the county level that were exhibited in 2006 and to ascertain County Extension Agent perceptions towards the Quality Counts curriculum. This study has two specific objectives:

1. Determine the 2006 total youth market and breeding livestock entry totals for each Texas County, trends in Texas Cooperative Extension regions, and the state of Texas.
2. Determine County Extension Agent perception, level of adoption, and results of the Quality Counts curriculum to date.

Significance of Study

This study will help Extension program educators to understand current trends relating to youth livestock projects and their exhibition. Extension educators will be able to utilize this information to plan, implement, evaluate and interpret educational programming geared toward youth livestock projects. The second part of this study will allow Extension educators, specialist, and administrators to evaluate the success or failure of the Quality Counts program to date and interpret the results to all stakeholders.

Delimitations

This study garnered a response from one County Extension Agent from each of the 254 Texas Counties. In this case, this study represents the perceptions of this unique population.

Limitations

For this study, an electronic survey was used to obtain data regarding the total entry numbers for youth livestock projects at the county level and County Extension Agents perceptions and adoption of the Quality Counts program. The primary limitation to this approach is that perceptions obtained are only of respondents. Therefore, it is possible that the validity of data can be reduced due to the variability of self-reporting.

Other key limitation to this study is that only County Extension Agents were asked to participate in the study. Agricultural Science teachers are counterparts to Extension agents, have a role in youth livestock exhibition, and participate in the Quality Counts program. Therefore, the perceptions of Quality Counts are only of Extension faculty and cannot be generalized to Agricultural Science Teachers. Agricultural Science Teachers were not utilized in this study for two main reasons. The first main reason is that that there is no available data base that is representative of all Agricultural Science Teachers. Secondly, there was a concern of double reporting of numbers and data.

Definition of Terms

4-H - The youth development component of the Cooperative Extension Program.

4-H Project - A 4-H area that has a specific component to it, eg. beef cattle or swine.

Agriculture Sector - This includes anything that pertains to the entire field of agriculture or agribusiness in Texas.

Cooperative Extension Service - The division of the United States Department of Agriculture created by the Smith-Lever Act and charged with disseminating research-based information to the public through state and land grant universities.

County Livestock Shows - A competitive event where youth exhibit their livestock projects against others from only that county.

Experiential Education - Educational programs taking place outside the traditional teaching environment where students are focused on significant tasks with real consequences, and where emphasis is on learning by doing with associated reflection.

National Livestock Shows - A competitive event where youth exhibit their livestock projects against others from across the nation. These include the North American International Livestock Exposition in Louisville, KY, the American Royal in Kansas City, MO, and the National Western in Denver, CO.

Prospect Livestock Shows - A competitive event that allows youth to gain experience by practicing the exhibition of their livestock projects.

Regional Livestock Shows - A competitive event where youth exhibit their livestock projects against others from a specific region in Texas.

State Livestock Shows - A competitive event where youth exhibit their livestock projects against others from all across the state. These include the Houston Livestock Show, State Fair in Dallas, San Antonio Livestock Exhibition, and the Southwestern Livestock Exposition in Ft. Worth.

Terminal Livestock Shows -A competitive event where youth exhibit their livestock projects and are required to relinquish ownership after exhibition.

Validation - A statewide process in Texas that requires all exhibitors of market livestock to have ownership of their projects.

CHAPTER II

REVIEW OF LITERATURE

Before a project of this kind can be undertaken, it is important to have an understanding of Cooperative Extension, program development, program evaluation, 4-H, And livestock exhibition. Once these items are discussed, a review of literature related to livestock exhibition and the current participation of Texas youth livestock projects will be discussed.

Cooperative Extension Service

To fully understand this project, one must first know what the Cooperative Extension Service is. Cooperative Extension Service was created through the Smith -Lever Act of 1914. The primary focus of this act was to allow land grant universities to provide a non formal educational system that would bring education to the people. The purpose of the Cooperative Extension Service is best stated by McDowell (2001, p 69) as: “(1.) To seek to know the problems of ordinary people and bring those problems to the attention of the researchers, (2.) To deliver functional education, based on the best scholarship available, to ordinary people, and to help solve their problems, and (3.) To collect political support from the beneficiaries of extension programs in order to fund the continued research and education of ordinary people of the society-not just, or even primarily, farmers.” To support these purposes, Cooperative Extension Service formed a partnership between federal, state, and county governments (Rasmussen, 1989). To relay and translate research based information from the university to the people, Cooperative Extension Service faculty must develop high quality educational programs. The program

development process involves local stakeholders to ensure that the information provided is relevant to the local clientele. The four main program areas that Cooperative Extension Service targets is agriculture and natural resources, family and consumer sciences, youth development, and community development. The youth development aspect is called 4-H. The unit of the Cooperative Extension Service that provides outreach and education to the people of Texas is Texas Cooperative Extension (TCE). Texas Cooperative Extension is a part of the Texas A&M University System that cooperates with the USDA, and the Texas County Commissioners' Courts.

Cooperative Extension Programming

To relay the research based information from the university to the people, Cooperative Extension uses educational programs. A simple definition of a program is best stated by Schalock (1995) as a set of operations, actions, or activities designed to produce certain desired outcomes. From this, it can be assumed that Extension educational programs are a series of events or activities that teach toward a specific set of intended outcomes. Rasmussen (1989) suggests that Extension should adopt program delivery methods to reach target audiences beyond the traditional spheres. As we have entered the 21st century, Cooperative Extension programs have greatly changed since the first Extension program. Technology also plays a distinct part in how programs are developed and delivered. County Extension Agents have access to the World Wide Web which can provide endless possibilities.

Texas Cooperative Extension uses two basic types of programs: output and outcome (Boleman, Cummings, & Pope, 2005). These two types of programs are essentially the

same, but are distinguished by the type of evaluation that is conducted. Outcome programs strive for program participants to reach a desired change (change level). Output programs focus on teaching participants, yet are evaluated simply on customer satisfaction and the feedback of participants. Evaluation of programs will be discussed later on in this chapter. No matter if outcome or output programs are being conducted, the goal of all Extension programs is best stated by Rasmussen (1989) as “helping people help themselves” through research based educational programs.

Program Development

To fully understand how 4-H works; we must first understand program development. In particular, it is helpful to understand the program development model that Texas Cooperative Extension utilizes. This section will provide a review of this model with examples.

To meet clientele needs, County Extension Agents must provide quality educational programs. Boleman, Cummings, & Pope (2005) state that Extension educators must understand their role in the program development process. And to do this, Texas Cooperative Extension has provided its own guide to the program development process. This process has three stages, Planning, Implementation, and Results.

Planning. The first step of the program development model is arguably the most important. In order for a program to be successful, it is necessary that it be planned properly. The first step in the planning process is to identify the issue. This step is also called a needs assessment. Issues can be identified as base programs, from the Texas Community Futures Forum, by elected officials, county committees, or even federal and

state mandates (Boleman, Cummings, & Pope, 2005). The next step is to assess the current situation of the issue. Each issue has its own unique identifiers, and for a program to be successful, the educator must understand the particulars of the issue. Once an issue has been identified and the situation assessed, the next step is to identify the target audience. The target audience consists of the primary and secondary target audiences. The primary target audience is the group that actually receives the program and the secondary audience is the group that the primary audience reaches because of the program. The next step in the planning process is to identify your intended outcomes. Outcomes are the identified changes that are a result of the program (Shalock, 1995). The final step in the planning process is the program design. In this step the educator prepares the information to be taught and acquires needed materials to ensure that the program achieves its intended outcomes.

Implementation. The implementation stage in the program development process is the actual receiving of the information by the target audience. There are multiple methods to reach the target audience, and it is suggested that multiple methods are used to hit all members of the target audience. These methods include: newsletters, workshops, tours, short course, lectures, one-on-one, field days, seminars, role-playing, method demonstrations, and result demonstrations (Boleman, Cummings, & Pope, 2005). It is very important to remember that the method needs to be acceptable for target audience, i.e. youth vs. adult programs.

Results. It is very important that when planning a program, the outcomes and impact of the program are measured. Common methods to evaluate the results of a program

include a group assessment, direct observations, individual measurements, questionnaires, mailed surveys, and testing. These steps measure the intended outcomes of the program. It is important that the educator align the evaluation tool with the implementation methods. Once data has been collected and analyzed, the results need to be interpreted to the appropriate audience. In Extension education, interpretation can be the difference in funding. Educational programs need to be interpreted to all stake holders, which include county committees, elected officials, administration, colleagues, and the participants.

Program Evaluation

Evaluation can be defined many different ways. Cronbach (1963) defines evaluation as “the collection and use of information to make decisions about an educational program.” Educational evaluation is more specifically defined by Gall, Gall, & Borg (2007) as the process of making judgments about the merit, value, or worth of educational programs. Finally, the Extension Education unit of Texas Cooperative Extension further defines evaluation as, “a systematic approach to assess the design, implementation, and utility of program. It is an integral part of Extension’s program development process – and is necessary to ensure that programming remains relevant, timely, and effective.” Each of these definitions lends the idea that evaluation is a tool to measure the success of an educational program and can be applied to Extension educational programs. One component of evaluation is customer satisfaction. According to Pope (2007), customer satisfaction is the degree to which there is match between the customer's expectations of the product and the actual performance of the product.

Understanding customer satisfaction survey design will be an important factor in determining their perceptions.

Brief History of 4-H

In 1914 the Smith-Lever created the Cooperative Extension Service, however boy's and girl's clubs had already started to appear as early as the late 1800's (National 4-H Headquarters, 2007). According to the 4-H Centennial website (2007), no one person can take credit for creating 4-H clubs, but it was a series of efforts by several individuals. None the less, the birth of the traditional 4-H program is credited to A.B. Graham who started a rural youth club designed to introduce new agricultural technologies in Ohio in 1902 (National 4-H Headquarters, 2007). As the years progressed, 4-H continued to change and evolve with the times. The organization adopted a motto and pledge, allowed clubs to be of mixed gender, mixed race, and opened the National 4-H Center. Currently, there are 4-H clubs in every state and territory in the United States as well as clubs internationally. Clubs can be found in rural and urban areas and enrollment in the U.S now tops 7 million members (National 4-H Headquarters, 2007).

Tom Marks is credited with starting the first "corn club" for boys in Jack county, Texas in 1908 (Texas 4-H, 2007). A few short years later, the first girls "tomato club" was started in Milam County. Through experiences with these clubs, County Extension Agents found that it was easier to reach the youth audiences that the adult audiences. Since the early 1900's, 4-H has expanded to clubs across the state, a state level 4-H Council, and state based 4-H faculty. 4-H has expanded its project work into over 100

areas. In the year 2001, Texas 4-H and Youth Development enrollment reached 1.17 million members (Texas 4-H, 2007). Livestock projects have grown and become the cornerstone of the 4-H program. They are easily identified as the largest long-term projects, accounting for over 70,000 local level projects (Boleman, Howard, Smith, & Couch, 2001).

In the 21st century, 4-H across the nation is recognized as a premier youth development organization. Seaman Knapp's principle of learn by doing has taught millions of young people the life skills needed to be successful in today's ever changing world. 4-H is open to all young people regardless of sex, race, national origin, creed, or handicap. Today, it is best described as "4-H is a community of young people across America who are learning leadership, citizenship, and life skills."

Beginning of Livestock Exhibition

In order to understand current participation levels and what livestock exhibition is, we must first look at the history of livestock exhibition. This literature review will reveal a timeline on how livestock exhibition came to its current status.

There is a very limited number of resources that give a history of livestock exhibition. Early fairs and expositions can be traced back to biblical times and were of a commercial nature. The first fair to hit the North American continent was held in Nova Scotia in 1765 (International Association of Fairs & Expositions, 2007). The first American fair was held in Pittsfield, Massachusetts in 1807 and consisted of a sheep exhibit. This fair was conducted by Elkanah Watson, who is generally known as the "father of US agricultural Fairs" (International Association of Fairs & Expositions,

2007). This modest event was held to prove that American wool could stand up to wool produced in England. The fair had expanded to 386 sheep, 109 oxen, 9 cows, 7 folds, 3 heifers, 2 calves and 1 boar by 1810 ((International Association of Fairs & Expositions, 2007). Today, the modern fair has evolved into an event that showcases youth development and promotes agriculture to the masses. These fairs can be seen all over the United States and North America, not to mention the world.

Current Participation

While the literature above states that there are fairs that promote youth development and agriculture, it is imperative that we understand the current situation. More importantly, we must understand the current participation levels in Texas and how they can be related to this study. This section will provide a review of literature that describes the current participation levels of youth livestock exhibition in Texas and how these projects relate to the 4-H program and life skill development.

4-H offers a wide array of projects for its members to participate in. Beef cattle, sheep, goats, and swine are four of several 4-H livestock project areas that comprise the Texas 4-H program (Texas 4-H, 2007). Within these four project areas, youth can participate in competitive livestock shows with both market and breeding projects. One might ask, “How many livestock projects are there in Texas?” The current baseline numbers for the total number of livestock projects is best comprised in a study completed in 2001 by Boleman, Howard, Smith, & Couch. According to Boleman, Howard, Smith, & Couch (2001) there were approximately 71,196 market animals exhibited at the county level in the year 2000. How does today’s participation compare

to 2000? Harder, Lamm, Lamm, Rose, & Rask (2005) report that as youth get older, it becomes more difficult to get them to enroll in 4-H and retain their membership. With other studies supporting this statement (Harder, et al., 2005) it becomes important for those involved in youth livestock programs to evaluate if these trends are apparent in youth livestock exposition.

Before reviewing these trends, it is important to understand what drives young people to participate in competitive events and especially livestock shows.

Radahakrishna, Everhart, & Sinasky (2006) state that 4-H participants have positive attitudes toward 4-H competitive events and believe that competition has benefits. They also find that the perceived benefits of participating 4-H competitive events as learning new things, developing life skills, setting goals, and striving for excellence. Youth see a benefit in participating in competitive events, but does this transfer to livestock projects? This question is best answered by Davis, Kieth, Williams, & Frazee (2001) who completed a qualitative study to validate the perceived benefits of competitive livestock exhibition by Texas 4-H members. Through a series of interviews of participants at the Houston Livestock Show and Rodeo, the researchers collected data and analyzed the results. The results of the study concluded that there were six major benefits due to participating in livestock exhibition: (1) social relations, (2) character, (3) family, (4) competition, (5) learning new cultures and environments, and (6) helps finance youth's education. Boleman, Cummings, & Briers (2004) provide further research about parents' perceptions of skills gained from the beef project. While this study only looks at one livestock project area, it still provides insight into why youth participate in livestock

projects. Boleman, Cummings, & Briers (2004) conclude that parent's of youth participating in the beef project do see enhancement of life skills. They identified seven skills that the beef project develops, which are: (1) Accepting responsibility, (2) Setting goals, (3) Develops self-discipline, (4) Self motivation, (5) Knowledge of the livestock industry, (6) Build positive self-esteem, and (7) Decision making. By reviewing these previous studies, there is baseline data to build upon and identify youth livestock trends.

Conclusion

Previous literature related to Cooperative Extension, program development, program evaluation, 4-H and livestock exhibition reveals a long and vibrant history. Cooperative Extension and 4-H have been providing quality relevant educational programs to its clientele now for over 100 years. They meet the needs of the general public in hopes to improve on the quality of life. Many vehicles are used to relay research based knowledge to the people. Educational programs are constructed through careful planning, implementation, and results. AT the conclusion of these programs, educators use evaluation techniques to gauge customer satisfaction and the outcomes of these programs.

4-H is the youth development component of the Cooperative Extension Service. 4-H has been in Texas now for almost 100 years. 4-H offers project areas in many categories to youth across the state. Livestock projects are used as a long-term project to teach life skills to youth. Livestock exhibition has a distinct history that involves many collaborators. These collaborators have a common goal: developing youth and preparing them for success. Livestock shows and fairs are seen in all states, North America, and

the world. By using livestock projects and competition, 4-H is finding the ingredients in producing successful young people.

By looking at previous research, it is evident that Cooperative Extension and 4-H program research must be continued. By continuing to study the effects of Cooperative Extension and 4-H both programs will be enhanced and have greater impact on clientele.

CHAPTER III

METHODS

To ensure that the purpose and objectives of this study are satisfied, the methods of data collection were given strict attention to detail and design. The design of the study was also checked for threats to internal and external validity. Methods were used to ensure data was reliable within the context of the study. Careful thought was put into deciding upon a suitable and acceptable population, target audience, and data collection instrument. In order to choose the design elements of the study, the researcher looked into the characteristics of the population and what would be the best way to reach the target audience. To ensure the safety of the respondents, this study was reviewed and approved by the Institutional Review Board of Texas A&M University (Appendix A).

Population and Target Audience

The population for this study was County Extension Agents in the State of Texas. County Extension Agents represent the local Extension based faculty that are located in each of the 254 Texas counties. The population has unique characteristics that were taken into account. These characteristics were identified by the researcher based upon personal knowledge and experience and through generally known commonalities. These commonalities include:

- All County Extension Agents have access to a desktop or laptop computer in their office
- All Extension offices are equipped with World Wide Web internet access via dial up modem or high speed connection

- All Extension employees have a valid and functioning business email address provided by Texas Cooperative Extension through system servers
- All counties are served by at least one full time County Extension Agent and support staff
- At least one County Extension Agent in each office has youth livestock responsibilities

These unique characteristics were taken into deep consideration when selecting the target audience of the population. To complete the objectives of the study, a convenience sampling method outlined by Gall, Gall, & Borg (2007, pg 175) was used to conclude that the target audience for the study would be one County Extension Agent from each of the 254 Texas counties (n=254). The sample is convenient because a database of all County Extension Agents is maintained by the County Programs office of Texas Cooperative Extension. Gall, Gall, & Borg (2007, pg 175) suggest that this method is conducive to the type of research that was being conducted.

Data Collection Instrument and Method

To meet the purpose and objectives of this study, close attention was paid to the unique characteristics of the population and target audience identified in the previous section. To collect these data from the target audience, Extension Evaluation Specialist suggested using an online survey design (P. Pope, personal communications, October 3, 2006). By using this method, the data collection instrument was conformed to the target audience. With this suggestion in mind, an online survey design was adopted (Zip Survey, 2006). County Extension Agents were contacted via e-letter (Appendix B) sent

through the Texas Cooperative Extension County Programs email database with a link to the survey following procedures outlined by Dillman (2000). The survey instrument (Appendix C) was constructed in two parts. The first part of the survey included questions relating to total entry numbers for market beef cattle (including commercial steers), breeding beef cattle (including commercial beef cattle), market swine, breeding swine, market lambs, breeding sheep, market goats, and breeding goats. These categories were also broken down further into 4-H numbers and FFA numbers. The respondents were asked to only report the entry numbers at the county level. Major show entry numbers were not requested. Qualitative data regarding County Extension Agent's perceptions was also collected by asking an open ended question asking them to identify their personal perceived trends (Appendix D). A pilot study was not conducted because this study replicated a previous study completed by Boleman et al. (2001) with the addition of breeding entry numbers.

The second part of the survey focused on the Quality Counts program. A series of statements regarding County Extension Agents' teaching methods, perceptions, and adoption of Quality Counts were asked using a Likert scale. Questions were also asked to garner data regarding the current number of outcome/output programs from 2003-2005 and 2006/2007 and how many volunteers and youth have gone through a Quality Counts program. Qualitative data were gathered by asking an opened question related to significant results of the Quality Counts program (Appendix E). To garner qualitative data regarding future programming needs, respondents were asked an open ended question asking what future materials and/or resources they would like to see developed

(Appendix F). Threats to content and face validity were disputed by a panel of experts as suggested by Gall, Gall, & Borg (2007). The panel of experts included members of the Extension Education Unit at Texas A&M University who work with program evaluation instruments on a daily basis. The instrument was checked against threats to reliability using coefficient alpha as suggested by Radhakrishna (2007). The coefficient alpha for this instrument was deemed acceptable ($\alpha=.894$) for this type of research.

Data Analysis

Data were analyzed using The Statistical Package for the Social Sciences (SPSS) and descriptive and inferential statistical techniques will be used. Confidence intervals and measures of statistical significance will be set *a priori* at the .05 level.

Qualitative data will be analyzed by methods suggested by Gall, Gall, & Borg (2007). Frequency and relatedness of open ended question answers will be compiled to observe general trends in participant feedback. Descriptive statistical measures that were used include Mean (M), Standard Deviation (SD), Median, ranges, frequencies (F), and percentages.

CHAPTER IV

RESULTS

To complete the purpose and objectives of this study, an online survey was sent out to every County Extension office in Texas through the Associate Director for county Programs email database. Each county office received an e-letter with a link to the survey provided. The data were collected and analyzed using Statistical Package for the Social Sciences software (SPSS, 2006). The results of the collected data are categorized by Demographics, Entry Numbers and Trends, Quality Counts, and Future of Quality Counts.

Demographics

The population that was sampled included County Extension Agents in the 254 Texas Counties. One agent from each county was asked to complete the online survey provided in the letter sent out to the county offices. Of the 254 counties, 250 responded to the survey giving a response rate of 98.43%. The counties who did not respond were contacted with a follow-up email and phone call. Further analysis of non-respondents yielded that Brewster /Jeff Davis and Delta/Franklin county numbers were completed together on one survey. This left Lamb and Scurry counties as the only non-respondents. This was the only demographic information that was collected from respondents.

Objective 1 – Entry Numbers and Trends.

Objective 1 Results. The first objective of this study was to determine the 2006 total youth market and breeding livestock entry totals for each Texas County, trends in Texas Cooperative Extension districts and regions, and the state of Texas. To accomplish this objective, questions 2 through 7 of the survey instrument were analyzed (Appendix C). Questions 2 through 6 were analyzed quantitatively using descriptive statistics. Qualitative methods were used to analyze question 7.

The first step to analyzing this data is to look at the total entry numbers from each county provided by County Extension Agents. Data were collected from the survey instrument and then analyzed using SPSS. Mean entry numbers for each specie by organization (4-H or FFA) were defined from data collected. From data, there were a mean of 18.78 4-H market beef cattle, 14.44 FFA market beef cattle, 15.42 4-H breeding beef cattle, 12.38 FFA breeding beef cattle, 59.08 4-H market swine, 69.34 FFA market swine, 5.77 4-H breeding swine, 5.58 FFA breeding swine, 25.59 4-H market lambs, 19.09 FFA market lambs, 3.19 4-H breeding sheep, 2.08 FFA breeding sheep, 56.89 4-H meat goats, 36.89 FFA meat goats, 5.82 4-H breeding meat goats, and 3.36 FFA breeding meat goats. This data is also presented in Table 1.

Table 1

Mean Entry Numbers for Each Project

Project	N	Mean	Std. Dev.
4-H Market Beef Cattle (include commercial steers)	236	18.78	19.85
FFA Market Beef Cattle (include commercial steers)	236	14.44	20.43
4-H Breeding Beef Cattle(include commercial heifers)	236	15.42	34.94
FFA Breeding Beef Cattle (include commercial heifers)	236	12.38	22.39
4-H Market Swine	244	59.08	52.62
FFA Market Swine	244	69.34	89.62
4-H Breeding Swine	244	5.77	12.05
FFA Breeding Swine	244	5.58	12.65
4-H Market Lambs	235	25.59	25.54
FFA Market Lambs	235	19.09	22.62
4-H Breeding Sheep	235	3.19	8.68
FFA Breeding Sheep	235	2.08	6.43
4-H Meat Goats	235	56.89	52.80
FFA Meat Goats	235	36.89	44.61
4-H Breeding Meat Goats	235	5.82	14.78
FFA Breeding Meat Goats	235	3.36	9.64

These data were used to collect the total number of entries in each project area. This total was analyzed by adding the total 4-H and FFA variables to get a total number for breeding and market beef, swine, sheep, and goats. From the data collected, there were a mean of 33.22 (SD=31.95) market beef cattle, 128.41 (SD=117.83) market swine, 44.68 (SD=38.42) market sheep, 93.78 (SD=83.10) market meat goats, 27.79 (51.70) breeding beef cattle, 11.36 (23.56) breeding swine, 5.27 (SD=13.21) breeding sheep, and 9.18 (SD=22.44) breeding meat goats. These data are presented in Table 2.

Table 2

Total Mean Entry Numbers by Specie

Project	N	Mean	Std. Deviation
Total Market Beef	236	33.22	31.95
Total Market Swine	244	128.41	117.83
Total Market Sheep	235	44.68	38.42
Total Market Goat	235	93.78	83.10
Total Breeding Beef	236	27.79	51.70
Total Breeding Swine	244	11.36	23.36
Total Breeding Sheep	235	5.27	13.21
Total Breeding Goat	235	9.18	22.44

From these data, they can be consolidated further into total entry numbers by species and breeding/market. To do this, the mean entry numbers are multiplied by 254 (the number of Texas counties) to arrive at the total breeding entry numbers, total market numbers, and total entry numbers combined. These numbers are the total of 4-H and FFA projects. By looking at the information in Table 2, there were a total of 15,497 beef cattle projects (7059 breeding, 8438 market); 35,502 swine projects (2,885 breeding, 32,617 market); 12,688 sheep projects (1,339 breeding, 11,349 market); and 26,152 goat projects (2,331 breeding, 23,821 market). There were 13,614 breeding entries, 76,225 market entries, and a total of 89,839 youth livestock project entries in 2006.

Table 3

Total Breeding and Market Livestock Entry Data For Texas Counties

Project	Breeding Total ¹	Market Total ¹	Grand Total ²
Beef	7059	8438	15497
Swine	2885	32617	35502
Sheep	1339	11349	12688
Goat	2331	23821	26152
Total	13614	76225	89839

¹Breeding and market total was determined by multiplying the mean values by 254 counties.

²Grand total was determined by adding the breeding total and market total.

The numbers in Table 2 can be compared with the baseline numbers presented by Boleman, Howard, Smith, & Couch (2001) to compare the total entry numbers from 2000 to 2006. It is important to note that the prior study did not look at breeding animal entry numbers therefore total market entry numbers can be compared. Table 3 compares the total market entry numbers from the years 2000 to 2006 and gives the percentage change in entry numbers.

Table 4

Total Market Beef, Swine, Sheep, Goat Entry Data at the County Level for 4-H and FFA in Texas

Project	2001 Entries	2006 Entries	% Change ¹
Beef	7582	8438	11.29
Swine	34126	32617	-4.42
Sheep	11837	11349	-4.12
Goat	17651	23821	34.95
Total	71196	76225	7.06

¹Percent change was determined by this formula: $(2006 \text{ Specie Total} - 2000 \text{ Specie Total}) / 2000 \text{ Specie Total} * 100$

By looking at these results, it is evident that trends are apparent. Market beef cattle projects (market steers) have increased by 11.29%, market swine has decreased by 4.42%, market sheep have decreased by 4.12%, and market goats have increased by 34.95%. Ultimately in the last six years, youth market livestock exhibition has increased overall species by 7.06%.

Regional Results. For Extension programming needs, data are further analyzed by Texas Cooperative Extension Regions. There are four Extension programming regions: East Region (Districts 4, 5, 8); North Region (Districts 1,2,3); South Region (Districts 9,11,12); West Region (Districts 6,7,10). Figure 1 shows Texas Cooperative Extension regions and districts. Table 4 provides the mean specie entry numbers by region. To calculate the total entry numbers by Extension region, the mean scores were multiplied by the number of counties in each region. The East Region has 65 counties, the North Region has 66 counties, the South Region comprises 56 counties, and the West Region is made up of 67 counties. Table 5 represents total breeding and market entry numbers for all Beef Cattle, Swine, Sheep, and Goats in each region. This data reveals that the East region had 2,173.89 Breeding Beef, 2,412.22 Market Beef, 1,093 Breeding Swine, 8,223 Market Swine, 388.84 Breeding Sheep, 2,836.79 Market Sheep, 1,037.9 Breeding Goats, and 6,209.6 Market Meat Goats. The North Region had 872.67 Breeding Beef, 1,639.52 Market Beef, 613.16 Breeding Swine, 8,935.55 Market Swine, 190.55 Breeding Sheep, 2,301.48 Market Sheep, 424.95 Breeding Goats, and 3,815.26 Market Meat Goats. The South Region had 3,171.54 Breeding Beef, 2,411.23 Market Beef, 443.77 Breeding Swine, 7,517.74 Market Swine, 174.34 Breeding Sheep, 2,394.26 Market Sheep, 282.15 Breeding Goats, and 5,094.92 Market Meat Goats. The West Region had 778.59 Breeding Beef, 1,902.93 Market Beef, 725.3 Breeding Swine, 8,081.48 Market Swine, 595.56 Breeding Sheep, 3,845.59 Market Sheep, 421 Breeding Goats, and 8,582.38 Market Meat Goats.



Figure 1. Texas Cooperative Extension Regions

Table 5

Mean Entry Numbers by Texas Cooperative Extension Region

	Region ¹	N	Mean	Std. Dev	Std. Error
Total Beef	East	63	37.11	32.99	4.16
	North	63	24.84	21.84	2.75
	South	52	43.06	35.45	4.92
	West	58	29.28	34.38	4.51
Total Swine	East	65	126.51	130.01	16.13
	North	62	135.39	136.16	17.29
	South	53	134.25	98.29	13.50
	West	63	120.62	101.13	12.74
Total Sheep	East	56	43.64	38.42	5.13
	North	62	34.87	31.43	3.99
	South	53	42.75	33.18	4.56
	West	63	57.40	45.65	5.75
Total Goat	East	62	95.53	90.65	11.51
	North	57	57.81	51.06	6.76
	South	52	90.98	61.82	8.57
	West	63	128.10	99.99	12.60

¹Region is defined as a geographical cluster of Texas Extension Districts: East Region (Districts 4, 5, 8); North Region (Districts 1,2,3); South Region (Districts 9,11,12); West Region (Districts 6,7,10).

Table 6

Total Entry Numbers for Specie by Texas Cooperative Extension Region

Region ¹	Breeding	Market
East Region		
Beef	2,173.89	2,412.22
Swine	1,093.00	8,223.00
Sheep	388.84	2,836.79
Goats	1,037.90	6,209.60
Total	4,693.63	19,681.60
North Region		
Beef	872.67	1,639.52
Swine	613.16	8,935.55
Sheep	190.55	2,301.48
Goats	424.95	3,815.26
Total	2,101.32	16,691.82
South Region		
Beef	3,171.54	2,411.23
Swine	443.77	7,517.74
Sheep	174.34	2,394.26
Goats	282.15	5,094.92
Total	4,071.81	17,418.15
West Region		
Beef	778.59	1,902.93
Swine	725.30	8,081.48
Sheep	595.56	3,845.59
Goats	421.00	8,582.38
Total	2,520.45	22,412.38

¹Region is defined as a geographical cluster of Texas Extension Districts: East Region (Districts 4, 5, 8); North Region (Districts 1,2,3); South Region (Districts 9,11,12); West Region (Districts 6,7,10).

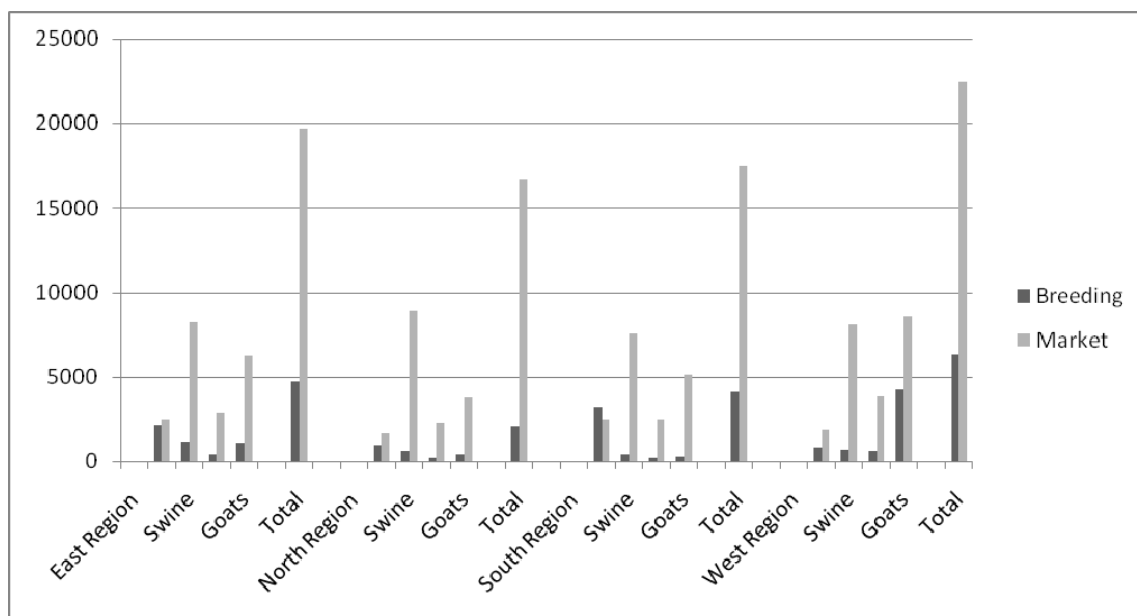


Figure 2. Entry Numbers by Extension Region¹. ¹Region is defined as a geographical cluster of Texas Extension Districts: East Region (Districts 4, 5, 8); North Region (Districts 1,2,3); South Region (Districts 9,11,12); West Region (Districts 6,7,10).

Figure 2 represents the breakdown of entry numbers graphically. The prior study completed by Boleman, Howard, Smith, Couch (2001) did not break entry numbers down by Extension region, therefore there is no baseline data to compare this data to.

County Extension Agent's Perceptions on Participant Trends. The instrument collected data on the respondent's perception of trends in youth livestock exhibition. These data were collected by asking a dichotomous Yes/No question. This was followed by an open ended section to explain the perceived trends. Of the respondents, 52.8% (F=132) answered that there were trends and 45.6% (F=114) answered that no trends were apparent. These data are represented in Table 6.

Table 7

County Extension Agent's Perceived Trends in Youth Livestock Exhibition

	Frequency	Percent	Valid Percent	Cumulative Percent
yes	132	52.8	53.7	53.7
no	114	45.6	46.3	100.0
Total	246	98.4	100.0	

The information provided in Table 6 revealed that just over half of County Extension Agents believed that there were significant trends in youth livestock exhibition. To further expand on what these trends were, an open-ended question was asked to gather the perceived trends were. A total of 165 respondents answered the open ended question (66%). The most frequent perceived trend stated by the respondents was that meat goats were steadily increasing (F=92). Respondents also answered that the total number of projects seems to be decreasing (F=51). Respondents feel that there is a shift toward smaller less expensive projects (moving away from beef). Respondents also see that sheep numbers are decreasing due to the cost of projects. These statements will be further analyzed in the Conclusions.

Objective 2 - Quality Counts

Objective 2 Results. The second objective of the study was to determine County Extension Agent perception, level of adoption, and results of the Quality Counts curriculum to date. The study sought this data by asking the total number of youth and adults that have been through a Quality Counts program and then asked a series of

questions that respondents answered using a Likert type scale to determine the perceptions, level of adoption, and results of Quality Counts. Table 7 describes the total number of youth and adults that have been through a Quality Counts program, by region, during the year 2006.

Table 8

Youth and Adult Participation in Quality Counts by Extension Region in the Past 12 Months

Region ¹	N	Youth	Adult
East	65	3,098	1,158
North	64	1,416	726
South	56	4,501	1542
West	67	2,485	814
Total		11,500	4,240
Total Combined			15,740

¹Region is defined as a geographical cluster of Texas Extension Districts: East Region (Districts 4, 5, 8); North Region (Districts 1,2,3); South Region (Districts 9,11,12); West Region (Districts 6,7,10).

The information in Table 7 reveals that during the year 2006 there were 11,500 youth and 4,240 adults that went through a Quality Counts program. A total of 15,740 people have been involved in a Quality Counts program. From this table, we also see that the South Region had the most reported Quality Counts youth and adult participants (38.3%) while the North Region had the least number of youth and adult participants (13.6%).

To gather data on how County Extension Agents perceive the Quality Counts curriculum, respondents were asked to respond to seven statements using a Likert type scale. (1=*Strongly Disagree*, 2=*Disagree*, 3=*Neither*, 4=*Agree*, 5= *Strongly Agree*). The results of these questions are described in Table 8. From this table, respondents agree that Quality Counts is an educationally useful program (M=4.26, SD=.68), that the program has a positive effect on its participants (M=4.00, SD=.74), and that the curriculum is easy to implement into traditional livestock programming (M=4.00, SD=.73). The Likert scale is defined as: (1=*Strongly Disagree*, 2=*Disagree*, 3=*Neither*, 4=*Agree*, 5= *Strongly Agree*).

The perception of Quality Counts by County Extension Agents was also tested by asking if Quality Counts was an outcome/output program from 2004-2006. In Texas Cooperative Extension, an outcome program is a planned educational program that is taught toward an intended set of outcomes and knowledge change/behavior change is evaluated for. An output program is an educational program that is taught toward an intended set of outcomes that is evaluated for customer satisfaction. If the respondent answered “Yes” Quality Counts was an outcome/output program during 2004-2006, they were asked to provide any significant results due to the program. To garner these data, frequencies were determined to evaluate the number of outcome/output programs in respective years. Data for 2004-2006 are represented in Table 9. From the information in this table, 38.9% of the respondents (F=93) said that Quality Counts was an outcome/output plan for 2004-2006.

Table 9

County Extension Agent Perceptions of Quality Counts (N=250)

	N	Mean ¹	Std. Deviation
Quality Counts is an educationally useful program for youth livestock exhibitors.	243	4.26	.68
Quality Counts has a positive effect on program participants.	243	4.00	.74
Material in the Quality Counts curriculum is easy to implement into traditional livestock project programming.	243	4.00	.73
Quality Counts lesson plans/activities are easy to follow and implement.	242	3.95	.70
The Quality Counts website is a useful resource.	241	3.81	.77
Quality Counts curriculum is a useful tool in preparing educational programs for livestock exhibitors.	241	3.99	.68
I have seen program participants adopt management practices in their livestock program as a result of Quality Counts.	240	3.61	.80

¹Liker Scale Defined as 1=*Strongly Disagree*, 2=*Disagree*, 3=*Neither*, 4=*Agree*, 5=*Strongly Agree*

Table 10

Frequencies and Percentages of Quality Counts Outcome/Output Plans for 2004-2006 in Texas Cooperative Extension

	Frequency	Valid Percent
yes	93	38.9
no	146	61.1
Total	239	100.0

Qualitative data techniques were used to analyze the results of the open-ended question. Of the 93 respondents that used Quality Counts as an outcome/output program during 2004-2006, 89 said that they have noticed significant changes in youth and adult participants as a result of the Quality Counts program. Specific change data was given by 61 respondents (66%) with some giving multiple changes. The specific changes were categorized into knowledge changes and behavior changes following procedures outlined by Murphy and Doolley (2001). The responses were coded into categories matching the concepts of the Quality Counts curriculum and frequencies were recorded. From the responses, the most frequent theme was that participants learned the most about drug withdrawals and drug residues. Other significant results corresponded to an increase in knowledge and behavior changes related to ethics and character. These significant results and others are summarized in Table 11 and 12. From the results in Table 11 and Table 12, Quality Counts is an active program that has appears to be demonstrating educational impact on its participants. These results will be further reported in the concluding chapter of this manuscript.

Table 11

Categorized Open Ended Comments from County Agents' Perceived Knowledge Changes in Youth as a Result of Quality Counts Participation

Knowledge Changes	
Topic	Frequency
Drug withdrawal times	20
Ethics/Character	10
Decision making	5
Purpose of livestock projects	5
How to read a feed tag	4
Food Chain/Food supply	4
Goal Setting	3
Showmanship/Sportsmanship	3
General Quality Assurance	2
Families helping others	1
Veterinarian's role	1

Table 12

Categorized Open Ended Comments from County Agents' Perceived Behavior Changes in Youth as a Result of Quality Counts Participation

Behavior Changes	
Topic	Frequency
Drug withdrawal times	4
Parents incorporating practices at home	2
Ethics/Character	2
How to read a feed tag	2
Determine Average Daily Gain	1
More calls to veterinarians	1

2007 and Beyond

The life of an educational program is determined by the effectiveness of the program itself and relevance of its material to clientele. It also depends on how the program facilitator/teacher perceives the program to be. This study also evaluated what the future holds for Quality Counts. To do this, County Extension Agents were asked how they felt toward teaching the program, how they used the curriculum, and if the curriculum would be an outcome/output program during the 2007 programmatic year. According to respondents, 32.3% (F=76) said that Quality Counts would be an outcome/output program for 2007. The instrument also collected data on the number of counties that utilize volunteers to teach the curriculum. Sixty-four (F=64) responded that yes, volunteers do conduct Quality Counts programs in their counties. From these data, it can be inferred that Quality Counts will be some type of program in at least 29.92% of the 254 Texas counties during the year 2007 and will be taught by either Extension faculty or volunteers.

To gather how County Extension Agents perceived teaching Quality Counts, respondents were asked to describe their teaching of Quality Counts. From the information relayed in Table 13, 16.7% of respondents love teaching Quality Counts, 66.7% do not mind teaching Quality Counts, 4.2% prefer to use other resource, 10.8% do not teach Quality Counts, and 1.7% do not know what Quality Counts is. These descriptions are represented in Table 13.

Table 13

County Agent's Perception of Teaching Quality Counts

	Frequency	Valid Percent
I don't mind teaching QC	160	66.7
I love teaching QC	40	16.7
I do not teach QC	26	10.8
I would prefer to use other livestock resources to teach QC	10	4.2
I do not know what QC is	4	1.7
Total	240	100.0

The last question asked respondents to determine how Quality Counts was implemented into youth livestock educational programming. Respondents were asked to select the ways that they used the Quality Counts curriculum. The choices were: As a standalone program, As part of on-going project clinics, As an educational part of state or county validation, or As an educational part of major livestock entry night. From the responses, 34.7% (F=172) use it as part of ongoing project clinics, 16.4% (F=81) use the curriculum as a stand alone resource, 14.5% (F=72) use it as part of state or county validation, and 12.9% (F=64) use it as part of major stock show entry nights. Respondents had the opportunity to specify if they used other ways to implement the program and no significant results were obtained from these responses.

CHAPTER V

SUMMARY AND CONCLUSIONS

Texas currently has the largest 4-H program and youth livestock program in the nation. This study sought to determine how many livestock projects are there in Texas and are there any participation trends apparent.

This study was completed to determine the total number of youth livestock projects entered in Texas county livestock shows, determine if any trends were apparent, and how County Agents perceived the Quality Counts program and its implementation. This study utilized baseline data from a previous study completed by Boleman, Howard, Smith, and Couch (2001). The study had two objectives:

1. Determine the 2006 total youth market and breeding livestock entry totals for each Texas County, trends in Texas Cooperative Extension regions, and the state of Texas.
2. Determine County Extension Agent perception, level of adoption, and results of the Quality Counts curriculum to date.

To complete these objectives, Texas County Extension Agents were surveyed using online instrumentation. One County Extension Agent from each of the 254 counties were asked to complete the survey. Of the 254 counties, 250 responded giving a 98.43% response rate. Data from the instrument was analyzed quantitatively and qualitatively using suggested techniques. Data was quantitatively analyzed using Statistical Package for the Social Sciences (SPSS). The instrument was checked for threats to validity and reliability. Cronbach's coefficient alpha was used to test for reliability and the

instrument had an alpha of .894. This score was considered acceptable for this type of research. To summarize the results of the data collected, results are broken down by objective.

Objective 1 – Entry Numbers and Trends

The first objective of this study was to determine the 2006 total youth market and breeding livestock entry totals for each Texas County, trends in Texas Cooperative Extension regions, and the state of Texas. To accomplish this objective, data of the entry numbers at the county level was collected and analyzed. This data was compared to a previous study by Boleman, Howard, Smith, and Couch (2001) to assess if there were any trends. It is important to note that the previous study only looked at market entry numbers. Therefore, any trends will only be for market livestock projects.

To meet this objective, it is important to first know the total entry numbers for each specie. Data in the previous chapter revealed that there were 8,438 market beef, 32,617 market swine, 11,349 market sheep, and 23,821 market goats entered at the county level during 2006. With this knowledge, we can now compare these numbers to the entry numbers in 2001 (Boleman, Howard, Smith, Couch, 2001) and compare the differences for each specie. Data from the previous study are compared to the current numbers in Figure 3. Figure 4 shows the percent change in entry numbers. In Figure 3, we can see that market beef projects have increased from 7,582 to 8,438; market swine entries have decreased from 34,126 to 32,617; market sheep have decreased from 11,837 to 11,349; market goat entries have increased from 17,651 to 23,821; overall market livestock entry numbers have increased from 71,196 to 76,225. In Figure 4, we can see that market beef

entries have increased by 11.29%, market swine entries decreased by -4.42%, market sheep entries decreased by -4.12%, market meat goat entries increased by 34.95%, and total market livestock entries increased by 7.06%.

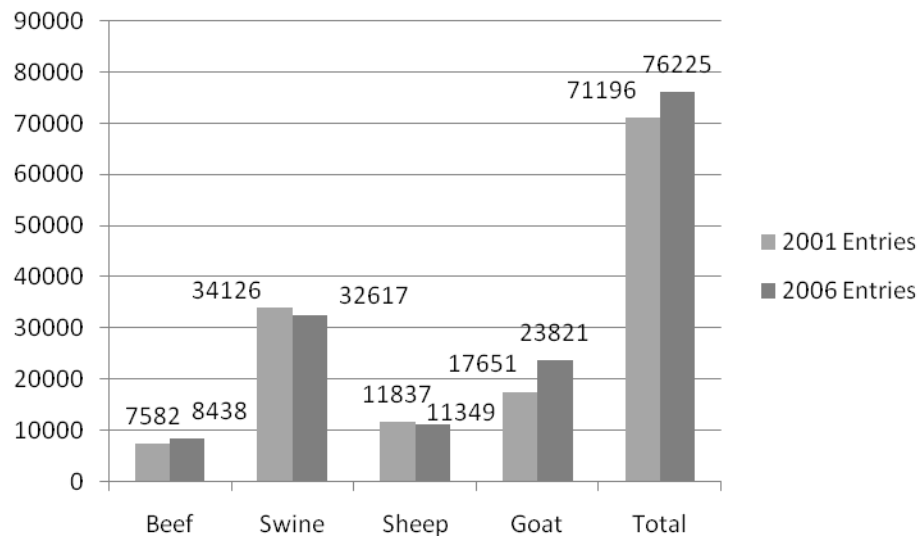


Figure 3. 2000 and 2006 Entry Numbers by Specie in Texas Counties for 4-H and FFA

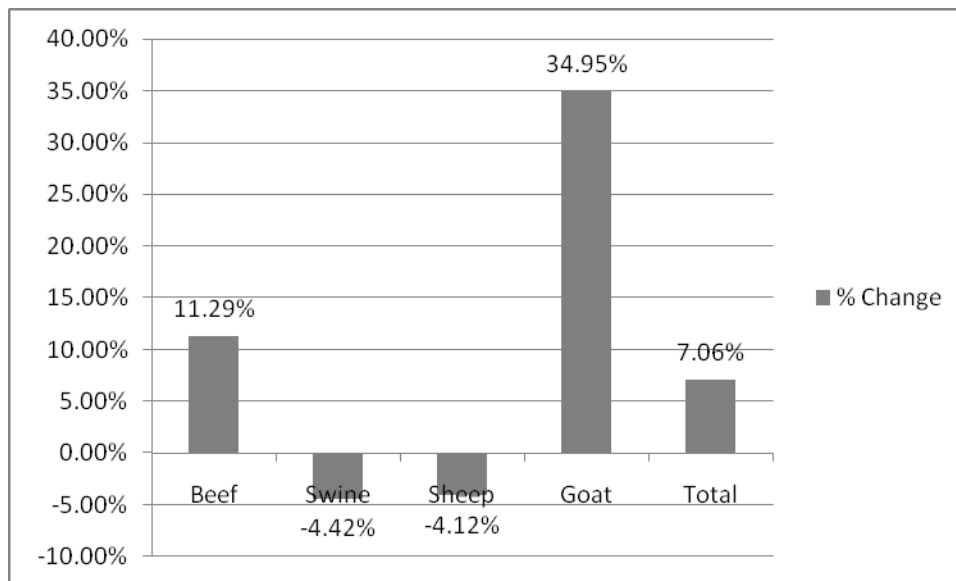


Figure 4. Percent¹ Change in Project Entry Numbers year 2000 to 2006 in Texas Counties

¹*Percent change was determined by this formula: $(2006 \text{ Entries} - 2000 \text{ Entries}) / 2000 \text{ Entries} * 100$*

By evaluating the data presented in Figures 2 and 3, one can conclude that there are apparent trends in youth livestock exhibition. Overall, youth market livestock entries have increased by 7.06% over the last six years. The next trend is that market beef cattle entries are increasing (11.29%). This disproves respondent statements that the beef cattle project is declining. The next trend is that swine and sheep entries are decreasing (.4.43% and .4.12% respectively). This study did not look into the exact reasons why these projects are declining. However, responses to the open ended questions suggest that exhibitors are leaning more toward the goat project. This leads us into the final trend that the meat goat project entries increased the most (34.95%). This trend is also perceived by County Extension Agents as they reported that meat goat projects are steadily on the rise (F=92). Respondents were asked to summarize any significant trends that they saw

toward youth livestock exhibition. Respondents said that the beef cattle project was declining, goats were taking away from the swine and sheep projects, and that livestock numbers were decreasing. The trends that the respondents perceived are best described as local trends, and are independent of state wide trends. Respondents also perceive that exhibitors are moving to smaller, shorter-term livestock projects. However, data presents that beef cattle (the largest, and longest term project) entries are increasing 11.29%. This trend too can be considered a local trend. Overall there is an upward trend in total youth market livestock projects that are entered at the county show level. From this analysis, it is assumed that breeding numbers are also increasing. Regional livestock entry data has not been previously studied and this study can serve as baseline data for future comparison.

Objective 2 – Quality Counts

The second objective of this study is to determine County Extension Agents' perception, level of adoption, and results of the Quality Counts curriculum to date. Based upon data collected, in the year 2006 11,500 youth and 4,240 adults had gone through a Quality Counts program. Furthermore, one can conclude that Quality Counts is being taught in each of the four Extension regions. In terms of data collected, the East region had 4,256 (3,098 youth, 1,158 adult) total participants, the North region had a total of 2,142 (1,416 youth, 726 adult), the South region had 6,043 (4,501 youth, 1,542 adults) total, and the West region had 3,299 (2,485 youth and 814 adults) Quality Counts participants. From these data, it is evident that youth and adults are receiving the curriculum all across the state.

Now that it is known that youth and adults are receiving Quality Counts, it is assumed that County Extension Agents are adopting the curriculum. But the question still looms, “What do they think about Quality Counts?” How are they using the curriculum? To gather information on what agents think of Quality Counts, respondents were asked a series of statements where they were asked to respond using a Likert type scale (1=*Strongly Disagree*, 2=*Disagree*, 3=*Neither*, 4=*Agree*,5= *Strongly Agree*). Of the statements asked, “Quality Counts is educational useful for livestock programming” received the highest ranking (M=4.26), respondents felt that Quality Counts has a positive effect on participants (M=4.00) and the material is easy to implement into traditional livestock programming (M=4.00). From the mean scores of the responses to these questions, it is evident that respondents (County Extension Agents) agree that Quality Counts is a worthwhile curriculum to implement into livestock educational programs. It is also important to note that other statements received scores that indicate that the respondents tend to agree that the lesson/activities are easy to implement (M=3.95), the curriculum is a useful tool in preparing educational programs for livestock exhibitors (M=3.99), and they have seen program participants adopt management practices in their livestock program as a result of Quality Counts (M=3.61). The responses to the question suggest that County Agents perceive the curriculum to be a good and useful tool.

Data were also gathered on how respondents felt about teaching the curriculum. Of the respondents, 83.4% (F=200) do not mind or love teaching Quality Counts, 4.2%

prefer to use other material, 10.8% do not teach Quality Counts, and 1.7% do not know what Quality Counts is.

Other evidence of how County Extension Agents feel toward the program is the number that have/will utilize the curriculum as an outcome or output program. Based on the responses, Quality Counts was an outcome/output plan in 2004-2006 in 38.9% of Texas counties. During the year 2007, 32.3% of counties have Quality Counts as either an outcome/output plan. Based upon this information, it is concluded that County Extension Agents felt that Quality Counts is a useful, worth while curriculum for livestock programming that has positive results and they do not mind teaching it. This statement is further substantiated by the fact that more than a third of Texas counties have had Quality Counts as an outcome/program from 2004-2006 and over a third will utilize the curriculum in 2007.

Now that there is evidence of how County Extension Agents perceive the Quality Counts curriculum, how do they implement the program? What are the methods used? Respondents most often used Quality Counts as part of on-going project clinics (F=172, 34.7%). The other statements were used less frequently than this method, but were still noteworthy. Quality Counts was used as a stand along program 16.4% of the time (F=81), as an educational part of state or county validation 14.5% (F=72), and as an educational part of major livestock entry night 12.9% (F=64) of the time. Respondents also had the opportunity to explain if there were any other methods that the curriculum was implemented in. No significant responses were obtained. By this information, it is concluded that Quality Counts is most used as a part of livestock project clinics more

than as a stand alone program. However, it was noted that respondents feel comfortable using the curriculum as a stand alone program and with validation and major show entries.

The final question was, “Are there any significant results from program participants?” To answer this question, data from an open ended question was qualitatively analyzed. Of the 93 respondents that used Quality Counts as an outcome/output program during 2004-2006, 89 said that they have noticed significant changes in youth and adult participants as a result of the Quality Counts program. Specific change data was given by 61 respondents (66%) with some giving multiple changes. The specific changes are broken down into Knowledge Changes and Behavior Changes. The responses were coded into categories matching the concepts of the Quality Counts curriculum and frequencies were recorded. From the responses, the most resounding theme was that participants learned the most about drug withdrawals and drug residues (F=20, F=4).

Other significant results corresponded to an increase in knowledge of the food chain/supply, ethics/character, decision making, how to read a feed tag, the purpose of livestock projects, goal setting, families helping others, and the veterinarians role in livestock projects. Respondents also state that they have seen behavior changes in participants related to withdrawal times, parents incorporating practices at home, ethics/character, how to read a feed tag, and calculating average daily gain. By these statements, it is concluded that Quality Counts is having a resounding effect on program

participants. It is teaching them positive lessons that are helping them to become better producers and better people.

Conclusions

This study has revealed vital information related to youth livestock projects and the Quality Counts curriculum. Hopefully, information presented in this manuscript will be able to be utilized by County Extension Agents, Extension Specialists, and Extension Administrators to interpret the impact that livestock projects have on the 4-H program and the effects of Quality Counts on its participants to clientele and stakeholders. In particular, County Extension Agents will be able to information from this study to aid them in livestock educational programs. Entry numbers for breeding, market, specie, and by Extension region can be utilized to compare to specific county data. County Extension Agents can then determine their role in state wide youth livestock exhibition. County Extension Agents can also use the information related to Quality Counts. They can use the results of this study to show the impact that the program can have to their stakeholders (youth boards, County Commissioners, adult leaders, etc.) and how it can benefit the youth of their particular county.

Data from this study related to the number of youth livestock projects can be used to further investigate other trends and the economic benefits of youth livestock projects. It should not be forgotten that youth livestock project entries are currently facing an upward trend by increasing by 7.06% in 6 years with a total of 83,839 (76,225 market and 13,614 breeding) entries during 2006. While the beef and goat projects are

increasing, sheep and swine are slightly decreasing, these trends should be evaluated and assessed periodically to report the status of a project with this magnitude.

In regards to Quality Counts, the program is in the implementation stage. Roughly one-third of Texas counties will utilize the curriculum as an outcome/output program in 2007 and the majority of County Extension Agents do not mind teaching the curriculum. Quality Counts is seen as educational useful and easy to implement into traditional livestock educational programming, and is most often used as part of on going project clinics. Most importantly, however, is the impact that the program is having on its participants. County Agents are seeing program participants increase their knowledge in general character education and quality assurance practices and are even seeing these practices adopted and behaviors beginning to change. As the program continues to see implementation, participants' knowledge increases and leads to behavior change and adoption of best management practices occurs. Data from this study proves that the Quality Counts website is an underutilized resource and attention should be given to make it more user friendly. By enhancing this resource, volunteer leaders have at their fingertips and convenience a valuable resource. Quality Counts is having a positive effect on program participants. It is helping youth livestock exhibitors become better stewards of livestock and better people. The next step in Quality Counts is to expand the program to new livestock project exhibitors and to increase the viability of youth livestock projects. Quality Counts provides a useful tool in creating and evaluating youth livestock educational programs to a large audience that has a stake in the stability and future of the youth livestock program. Further implementation of Quality Counts across

Texas may lead into a structured requirement by not only county livestock shows, but major livestock shows as a way to ensure that the highest quality of livestock is exhibited by the highest quality of youth.

Youth livestock exhibition is the largest at the county/local level. The majority of projects are shown at county or local shows and this information is vital to County Extension Agents. County Extension Agents can use the data from this study in a multitude of ways. This data provides a base for interpretation of the benefits that youth receive from exhibiting livestock. Data from this study also provides insight to what projects new or first time feeders should consider when selecting a livestock project. This researcher believes that data from this study proves that livestock projects are a viable resource to teach youth life skills needed to be successful adults and that County Extension Agents should tell this story to all that will listen.

As noted in the review of literature, it is important that youth livestock exhibition and its impact on youth and the red meat industry continued to be studied. Data from previous studies (Boleman, et al., 2001, Boleman, 2003) and this study serve as important baseline data. These studies can be expanded into future research. Data from Boleman (2003) can be combined with the entry numbers from this study to determine the economic impact that youth livestock projects have in Texas. Other potential studies include a replication study in another five years to determine long-term trends in youth livestock exhibition, a qualitative study with thick description of program participant views of Quality Counts, and qualitatively evaluating the knowledge and behavior changes of Quality Counts participants.

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APPENDIX A
INSTITUTIONAL REVIEW BOARD OF TEXAS A&M UNIVERSITY
APPROVAL

TEXAS A&M UNIVERSITY**VICE PRESIDENT FOR RESEARCH - OFFICE OF RESEARCH COMPLIANCE**

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Institutional Biosafety
Committee

Institutional Animal Care and Use
Committee

Institutional Review
Board

DATE: 18-May-2007

MEMORANDUM

TO: COUFAL, DUSTIN WAYNE

TAMU-COLLEGE-AGRICULTURE & LIFE SCIENCES(00182)

FROM: Office of Research Compliance
Institutional Review Board

SUBJECT: Initial Review

Protocol
Number: 2007-0280

Title: Trends in Texas Youth Livestock Exhibition and County Extension
Agent Perceptions and Adoption of Quality Counts

Review Expedited

Category:

Approval 18-May-2007 To 17-May-2008
Period:

Approval determination was based on the following Code of Federal Regulations:

45 CFR 46.110(b)(1) - Some or all of the research appearing on the list and found by the reviewer(s) to involve no more than minimal risk.

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation or quality assurance methodologies.

(Note: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(2) and (b) (3). This listing refers only to research that is not exempt.)

Provisions:

This research project has been approved for one (1) year. As principal investigator, you assume the following responsibilities

1. **Continuing Review:** The protocol must be renewed each year in order to continue with the research project. A Continuing Review along with required documents must be submitted 30 days before the end of the approval period. Failure to do so may result in processing delays and/or non-renewal.
2. **Completion Report:** Upon completion of the research project (including data analysis and final written papers), a Completion Report must be submitted to the IRB Office.
3. **Adverse Events:** Adverse events must be reported to the IRB Office immediately.
4. **Amendments:** Changes to the protocol must be requested by submitting an Amendment to the IRB Office for review. The Amendment must be approved by the IRB before being implemented.
5. **Informed Consent:** Information must be presented to enable persons to voluntarily decide whether or not to participate in the research project.

This electronic document provides notification of the review results by the Institutional Review Board.

APPENDIX B

SURVEY LETTER TO COUNTY EXTENSION AGENTS

Dear County Extension Agent,

Livestock projects continue to be a cornerstone of the 4-H program and are a tried and true vehicle to teach young people valuable life skills. In 2000, a survey was sent out asking the total number of market livestock projects exhibited at the county show level. The study revealed that there were over 70,000 market steers, sheep, goats, and swine exhibited by youth at Texas county shows. Since 2000, we have seen changes in livestock projects and educational programs directed toward youth livestock. One of those programs is Quality Counts. Quality Counts teaches character education and quality assurance principles to youth livestock exhibitors. Since its release in 2003, Quality Counts has been supported by many county agents, agriculture science teachers, and major livestock shows.

In order to better serve our clientele, it is important that we stay abreast of current trends. The following survey aims to capture current trends in youth livestock exhibition. In addition, the survey also hopes to capture information regarding the implementation and perceptions of Quality Counts. The survey is simple and easy to fill out and should take about 10-15 minutes. The first portion of the survey is dedicated to finding total entry numbers of livestock projects at the county level. This information will help us to identify current numbers and if there are any trends with youth livestock projects. The second portion relates to your feelings toward the effectiveness of Quality Counts and to the extent of its implementation. All responses to the second part of the survey are completely confidential.

Please take a few minutes and complete the survey by clicking on the link below.

<http://www.zipsurvey.com/LaunchSurvey.aspx?suid=12055&key=3A92FDFA>

If you have any trouble with accessing the survey, please do not hesitate to contact Dustin Coufal at 979-277-6212 or by email at dwcoufal@ag.tamu.edu. Thank you for your time and continued support of Texas youth livestock programs.

Sincerely,

Dustin W. Coufal

County Extension Agent 4-H

APPENDIX C
SURVEY INSTRUMENT

Quality Counts Implementation Survey

THIS SURVEY IS COMPLETELY CONFIDENTIAL!!!

1. What county do you work in? (Required)

Please answer the following questions regarding entry numbers at your 2006 county fair/livestock show.

Please include all entry numbers for the market species in the space provided.

2. What are your total entry numbers for: (Required)

4-H Market Beef Cattle (include commercial steers)

FFA Market Beef Cattle (include commercial steers)

4-H Breeding Beef Cattle(include commercial heifers)

FFA Breeding Beef Cattle (include commercial heifers)

TOTAL

3. What are your total entry numbers for: (Required)

4-H Market Swine

FFA Market Swine

4-H Breeding Swine

FFA Breeding Swine

TOTAL

4. What are your total entry numbers for: (Required)

4-H Market Lambs

FFA Market Lambs

4-H Breeding Sheep

FFA Breeding Sheep

TOTAL

5. What are your total entry numbers for: (Required)

4-H Meat Goats

FFA Meat Goats

4-H Breeding Meat Goats	<input type="text"/>
FFA Breeding Meat Goats	<input type="text"/>
TOTAL	<input type="text" value="0"/>

6. Are there any significant trends in your county related to livestock exhibition?

For example, has there been a drastic change in 4-H / FFA members or has there been a shift toward a different species?

YES

NO

7. Please describe below:

8. How many youth have been through a Quality Counts Program over the last twelve months? (Required)

9. How many adults have been through a Quality Counts Program over the last twelve months? (Required)

The remainder of this survey is completely confidential

10. Which of the following most closely describes your teaching of "Quality Counts?"

- I love teaching Quality Counts
- I don't mind teaching Quality Counts
- I would prefer to use other livestock production resources to teach Quality Counts
- I do not teach Quality Counts
- I do not know what Quality Counts is

11. Please indicate the extent to which you agree or disagree with each of the following statements.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Quality Counts is an	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

educationally useful

program for youth

livestock exhibitors.

Quality Counts has a



positive effect on

program participants.

Material in the Quality



Counts curriculum is easy

to implement into

traditional livestock

project programming.

Quality Counts lesson



plans/activities are easy

to follow and implement.

The Quality Counts



website is a useful

resource.

Quality Counts



curriculum is a useful tool

in preparing educational

programs for livestock

exhibitors.

I have seen program

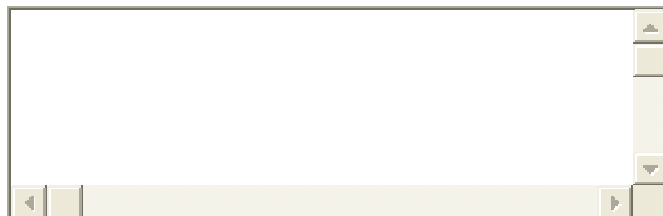
participants adopt
management practices in
their livestock program as
a result of Quality
Counts.

12. Has Quality Counts been an Outcome and/or Output plan in your county from 2004-2006?

YES

NO

13. - If yes, please briefly explain any significant results you have seen or found.



14. Is Quality Counts going to be an Outcome and/or Output plan in your county in 2007?

YES

NO

15. In what way do you use the Quality Counts curriculum (check all that apply)?

As a stand alone program

As a part of on-going project clinics

As an educational part of state or county validation

As an educational part of major livestock entry night

Other (please specify)

16. Do volunteers in your county conduct Quality Counts educational programs?

YES

NO

17. Do you have any new lesson topics you would like to see developed in Quality Counts?

APPENDIX D

OPEN ENDED REMARKS TO QUESTION 7

7. Please describe any significant trends in youth livestock exhibition that you see in your county:	
1.	We have noticed a drastic drop in the number of sheep since the start of the Market goat show in 2004.
2.	There is an increase in 4-H members exhibiting livestock projects. Also, our market hog numbers both in 4-H and FFA is on the rise, with a slight decrease in goat numbers.
3.	Goats have been increasing in popularity over the last 5 years or so. They almost did away with the Market Lamb show a few years ago because of decreased numbers - but they came back up in 2006.
4.	There has been a drastic change in the amount of beef projects. For instance when I arrived in Donley County there were only 4 Steers and 3 Heifers in 2004 and now we are up to 30 steers and 15 heifer projects.
5.	The market goat project is increasing.
6.	Showing a shift from lambs to goats and a steady decline in beef projects.
7.	The market goat show does seem to be increasing with both 4-H and FFA students...Steers seem to be steady with sheep declining a little. Poultry seems to be about the same as always
8.	Total numbers continue to grow in Hood County. The number of goats continues to show the most growth.
9.	Since what time? In the last 5 years there has been a big increase in goat entries.
10.	Goat numbers are increasing
11.	The goat project has grown a lot, due to the fact that steers and the beef project in general are so expensive.
12.	We have a large number of new exhibitors.

13.	There is a shift lately to exhibit goats, poultry and rabbits over other projects. The breeding end of this is almost non-existent.
14.	Our breeding beef numbers seem to grow in the 4-H area. Our Market beef numbers also increase in 4-H. Pigs and Sheep tend to be higher in FFA than 4-H.
15.	All numbers are declining with the exception of rabbits.
16.	Meat goat numbers are continuing to increase, lamb entries have stabilized.
17.	Goat numbers have decreased slightly and swine numbers are increasing again. Cattle numbers are up from the 2000 survey.
18.	In the past 5-6 years there has been an increase in the number of goats and fewer market lambs. Steer numbers have increased from about 20 to 30. No significant change in 4-H or FFA members exhibiting livestock.
19.	Goats are becoming more and more popular with lamb numbers decreasing every year. Steer numbers are constant and swine numbers are slowly increasing.
20.	MARKET MEAT GOATS ARE ON AN UPWARD TREND MARKET LAMBS ARE ON A DOWNWARD TREND
21.	Meat goats are now allowed to be in our premium sale resulting in a decrease in the barrow show. Also, 3rd graders - Jr high are permitted by some county school districts to exhibit a market animal through Jr.FFA rather than being a part of 4-H.
22.	Goats have increased by over 60 head in the past 5 years. Hogs have decreased 100 head in the past 5 years.
23.	More younger kids are showing Jr. FFA than 4H
24.	The has been a slight increase in beef cattle exhibitors.
25.	Have watched some of our young ag teachers who like the livestock projects make a hard effort to recruit 4-H members to show livestock projects with FFA. They tell them they can stay in 4-H for record books, demonstrations, food show, ect. However the need to show animals through FFA.

26.	There has been a recent drop in FFA. However, 4H members have increased because of this transition.
27.	A continuation in the increased number of market goat projects, and a decrease in the number of market beef exhibitors.
28.	The trends have been the same for several years.
29.	Larger Livestock are becoming harder to finance. More of the children are being raised in town instead of on the farm or ranch.
30.	More youth are trending to FFA due to the school pays for hotel rooms. Drop in swine projects due to lack of facilities for youth that live in town to feed.
31.	Market goat numbers have doubled since last year.
32.	Swine and lamb exhibitor numbers are down significantly. The trend is moving toward meat goats.
33.	Out of 524 animals shown, 347 are 4-H entries. The majority of animals shown are being entered through 4-H. The number of goats increases each year.
34.	Meat goats have increased over the years and are leveling off now. decrease in cattle and sheep
35.	Lamb project continues to struggle every year, while goat project seems to grow steadily.
36.	In years past, steer numbers have been high, but they drop at least half each year. 4-H numbers have increased, therefore, 4-H entries have increased, especially in market goats.
37.	Large animals are on the "way out". For most of our youth (and their parents), Beef and Swine projects are deemed too expensive to purchase, feed and house. What's more they take up a great deal of room (acreage) at a time of sky high land prices. Further complicating matters, Rockport has passed a livestock ordinance that prohibits the keeping of livestock (everything from beef to bunnies) within the city limits.

38.	No significant changes expected.
39.	In 2006 we started exhibiting turkeys. We have a specie limit per exhibitor (2) excluding the commercial heifer project. And adding this new specie did not hurt any of the other division, which means participation in projects is up.
40.	Even though there are two FFA chapters in the county, 4-H members dominate our county show. The goat project has grown over the past 3 years.
41.	Our numbers in showing market swine continue to grow.
42.	Livestock project numbers have remained fairly constant over the last few years. There has been an increase in the number of goat projects each year. Sheep project numbers are on a slight decline.
43.	Not a drastic change but the lamb numbers continue to drop and the goats continue to increase.
44.	We have seen an increase in the number of FFA members with the introduction of an 8th grade Ag class, many of those students have decided to go straight FFA to avoid monthly 4-H club meeting. At the same time, we have seen increase in number of younger kids that are able to show in our county show not as 4-H due to age requirements, but are able to show the smaller animal at the county level due to the fairs special rules allowing a member of the fair board to check the projects of those kids that are younger then 8 and not in the third grade.
45.	There has been an increase in Jr. FFA members due to heavy recruiting by Agricultural Science Teachers. Significant decreases in Sheep and Goat projects have decreased across the board.
46.	More currently the move from sheep to swine.
47.	We have seen a major decrease in sheep numbers and an increase in goats.
48.	Shift to Jr FFA, shift to showing goats.
49.	Small trend to more Jr. FFA and an increase in meat goat projects

50.	Over the past several years there have been more meat goats shown. Fewer beef entries.
51.	Trend toward smaller, less expensive projects.
52.	A decline in participation is noted in both 4-H and FFA livestock exhibitors. A strong trend toward younger kids joining Jr. FFA.
53.	Large increase in Market goats, decrease somewhat with steers, and other project remain about the same.
54.	Less participation in FFA at the county show.
55.	Market goat numbers are increasing.
56.	More FFA chapters are starting Jr FFA program to build numbers in their chapter, and also most FFA chapters in our county have project barns where only FFA members can keep projects. Goat numbers have increase and lamb numbers have declined.
57.	There are fewer youth exhibiting animals due to the cost of animals and the decrease in the profit level. More youth are transferring to non-animal projects.
58.	The swine numbers have been steadily increasing.
59.	Continued reduction in lambs and some drop in swine.
60.	Meat goat numbers are growing rapidly. We're not showing lambs in our county at all. More AST's are starting jr. FFA programs in the county and families like that there are no requirements placed on them to be a member of the jr. FFA program. The FFA programs also supply transportation to and from shows, assist with the cost, etc.
61.	Sterling County is predominantly sheep and goat country. We have always shown more lambs and goats than any other species. There will be a decline in exhibitors over the next few years. School enrollment is significantly lower in grades K-8.
62.	We have a total of 6 communities in the county with 2 communities not having an

	<p>active FFA livestock program; therefore we have gained several exhibitors. Only one town has beef projects in FFA, the rest show 4-H. Goats have increased some, but swine continues to be the main project.</p>
63.	<p>There has been a significant change in 4-H/FFA members going from showing lambs to goats.</p>
64.	<p>There has not been a drastic change in the total number of youth, but in 2007 there will be more Cattle and Goats will show at the Hall County Show for the first time.</p>
65.	<p>FFA almost non existent in Leakey, Texas.</p>
66.	<p>At the beginning of the goat projects the goat numbers increased and the lamb numbers decreased. As exhibitors find out that goats are NOT any easier than lambs and that they cost an arm and a leg at the sales many are coming back to lambs. Most of our kids feed both so that they can double their opportunity at the major shows. Our numbers will continue to decrease the families with a history of showing and the financially able will be the only ones that will continue to show. I no longer conduct extensive recruitment for new feeders because of the odds and the competition it is simply not everyone. It's hard to convince a working family to participate in a program will they will likely loose money.</p>
67.	<p>After the Youth Fair we always have from 5 to 10 exhibitors transfer from FFA to 4-H!</p>
68.	<p>Our numbers were lower this last in the Hog and Goat barns compared to years past.</p>
69.	<p>More youth are getting out of the beef side due to cost and competition and going to a smaller animal like swine or goats. Also many younger kids are now starting with poultry or a goat and then moving up to a beef project once they figure out the time requirements.</p>
70.	<p>There seems to be more of a trend towards the exhibition of smaller framed animals. More members are exhibiting goats and hogs while the number of steer</p>

	projects seems to be steady or slightly declining.
71.	We have had a drastic decrease in overall market show numbers. With the market hog show staying the same and the market Goat having the biggest growth in numbers. The Market Steer show has decreased by 32% since 1997. Main reason from FFA advisors and 4-H Leaders is the cost to raise the animal and the initial start up cost.
72.	More goats less sheep.
73.	Many of the youth have shifted from either market lambs or swine to market goats. I believe they think they are easier to manage and raise.
74.	In the past two years there has been more of a swing to a goat project over the large animals.
75.	The goat numbers keep increasing every year and the other species have maintained at the same level.
76.	There has been a decrease in goat numbers due to increasingly high prices for quality county show prospects.
77.	More youth are starting to show rabbits.
78.	Goat's and meat rabbits are on the rise. People claim that they are not as expensive to raise.
79.	From what I can gather there has been a downward trend in participation in the livestock projects overall from about five years ago. However, since I have been here (starting my third year) the projects have kind of leveled off with no major changes. I do think however that across the state there has been a downward trend in the lamb project and an upward trend in the meat goat project.
80.	We enter everything together. I am sure some of the above numbers will be entered FFA, but we just see it as a 4H/FFA project.
81.	Meat goats are still growing in numbers Steers are declining. Participants moving towards more urban youth.

82.	Slight increase in 4-H exhibiting animals, a few more FFA also, plus the meat goat project has grown the most.
83.	I am not real sure; I have only been in the county for 10 months. I do know that quite a few youth have moved to FFA from 4-H due to the previous agent.
84.	More 4-H projects in the last 4 years
85.	No more lambs being shown. Market Goat numbers have increased.
86.	The trend in our county is that livestock show entries are increasing. This is due in part to the EXCELLENT auction/sale connected to our county show. Our county population is also growing rapidly.
87.	There has been a drastic change in the goat barn. The quality and prices have risen in the past three years.
88.	There has been a big shift in the past 3 years from sheep to goats.
89.	Increase in goats and poultry numbers fluctuate every year. Cattle numbers have been increasing slowly.
90.	Trend has shifted to goat participation and these youth have been new youth and have not been youth that have switched from sheep to goats. Economics has played a role in families' participation in these projects.
91.	The 4-H program in the county is starting brand new.
92.	I have seen an increase in 4-H membership. There has been an increase in meat goats.
93.	Increase in the number of market goat entries and a decrease in rabbits and poultry.
94.	All livestock projects are stable and change very little.
95.	Our County 4-H to FFA ratio is about the same. Steer numbers have increased four years in a row, swine numbers have held steady or increased slightly at the county, sheep numbers saw a decrease for three years but the last two have seen

	a slight increase, goat numbers have steadily increased five years in a row since we started the goat show.
96.	I am not sure as to the above numbers. I do not have an AG agent at present. I am new at keeping track of all of this information and also doing what I was hired to do, FCS. Sorry
97.	Fewer numbers of members participating due to higher expenses. More meat goats.
98.	My perception is that 4-H members are choosing the smaller more affordable shorter term livestock projects.
99.	0
100.	Depending on what supervisor feels more comfortable/knowledgeable he/she spends more time with that species.
101.	Livestock exhibits have been in a decline over the last 3 years.
102.	Decline in Cattle and Sheep. Increase in Market Goats.
103.	Beef numbers going up and down. Swine and goats still the highest numbers, but all numbers are going down steadily.
104.	Market Beef entries have continued to decline over the last 10 years. Rabbit entries have continued to rise over the past 5 years. Poultry entries have decreased over the past 5 years.
105.	The 4-H programs have only recently been reestablished. We are just now starting to get more interest in showing. Goats do seem to be taken over as the animal of choice.
106.	In recent years the market goat project has increased significantly.
107.	Members in 4-H going to Jr. FFA, livestock numbers fluxuate based on premium sale items and costs to participate in some project areas.
108.	Fewer lambs and more goats, Swine is level. Chickens and rabbits are on the

	increase, less space less money invested.
109.	It has become more difficult recruiting 4-H & FFAers in the lamb project over the past few years. New members are exhibiting fewer numbers/member than graduating seniors.
110.	The trend we have noticed lately is that our numbers are dropping off a little. The market lamb numbers are dropping off quite a bit. This coming year the cattle numbers and breeding sheep numbers will be up a good bit. The goats and swine will remain steady.
111.	There has been a gradual decline in numbers of all species over the past three years. However, tag in numbers for 2007 has increased.
112.	Over the last few years there has been an increase in the number of cattle and goats exhibited.
113.	Youth are showing more meat goats. Beef cattle numbers are constant with previous years.
114.	We have had an increase in FFA participation, so I am currently working hand in hand with the ag-science teachers.
115.	There is an increase in number of exhibitors.
116.	Numbers are steady
117.	For as far back as I can remember Terry County has always been very highly active with the Market Swine Shows. A drop off has occurred with the Market Lambs in our County and many have moved to exhibiting Market Swine. However over the Past two years we Have seen an increase in our Market Steer Validation Numbers as they have doubled. The reason for not any goat numbers is the show board does not allow the exhibiting of goats at the county livestock show.
118.	Numbers have dramatically decreased in the county over the past ten years.
119.	With the first year for goats, we had a shift from lambs to goats by several 4-H members.

120.	it has stayed about the same
121.	The experience has taught them how to care for farm animals. They also have learned how animal project in 4-H works.
122.	Market lamb and poultry numbers have decreased. Goat numbers have increased steadily over the past five years, and have leveled off in the past year or two.
123.	A shift to market goats from lambs. A twofold in increase in market fryers.
124.	This year there has been a growth in the goat validation numbers and overall entries. As well there has been an increase in number of youth overall involved the youth livestock program.
125.	Goats are a new project that is gaining significant popularity in our county.
126.	You can see a significant change in specie numbers in FFA members based on the experience/preference of the Ag Science Teachers.
127.	There has been a slight change to smaller projects such as the rabbit and poultry projects.
128.	4-H number are starting to increase
129.	We have had a lot of new showers this year so the Swine Project has really increased, Also some of the showers have switched to lambs and we have had an increase there as well as an increase in the goats. Steers is on the decline presently, and heifers are on the rise.
130.	More meat goats.
131.	The Swine validation numbers are decreasing. The Cattle and Goat numbers are increasing. The Sheep numbers are maintaining at about the same annually.
132.	addition on Market Goats in 2004
133.	Goat numbers jumped up, because we started the goat show 2 years ago, it has not affected the numbers in other species. This was a concern at the onset; however it did not affect any of the other specie numbers.

134.	Increase in amount of meat goats shown, as well as increase in amount of registered breeding beef heifers.
135.	Increase in amount of meat goats shown, as well as increase in amount of registered breeding beef heifers.
136.	Increase in amount of meat goats shown
137.	goats have exploded
138.	There has been a large swing toward the Goat project.
139.	There is a shift from showing sheep to showing goats. The number of steer exhibitors is a continued decline. Overall number of 4-Hers and FFA members that exhibit animals is a slow but steady decline.
140.	There has been an increase in 4H membership in the past year.
141.	More goats, less sheep
142.	Our 4-H livestock numbers have gradually increased especially in the goat project. Our total livestock show entries also have increased over the years as well as the number of total exhibitors.
143.	FFA Chapter does not have an animal project program. Everyone shows through 4-H.
144.	Market goat numbers are increasing.
145.	Since adding market goats at the 2003 show, this division has grown steadily to become the largest single market division at the fair... by far.
146.	Decrease in sheep projects. Increase in goat projects.
147.	4-H is seeing a decrease in overall numbers. The goat project seems to be decreasing at a slower rate than the other projects.
148.	Not a significant change; however there is a slight increase in the number of kids who chose to show goats over past years.

149.	Lamb numbers seem to be back on the rise and swine numbers are down somewhat this year.
150.	There has been a significant increase in goats and hogs. There has a been a decrease in sheep
151.	In Clay County, I believe the number of total animals to be exhibited will be low this year. In my opinion, there has not been a significant shift in trend toward different specie.
152.	Exhibitors in the county have a few heifers this year. In the past there was practically no one besides one family that showed heifers.
153.	shift to meat goats from larger species
154.	Although numbers have not been great. The lamb project has increased from single digits to over twenty. Swine numbers have remained the same, while goats have dipped somewhat. Through promotion of the beef cattle project, we have achieved a fair number of steers and heifers.
155.	Goat entries are going up year to year.
156.	More meat goats
157.	Increasing 4-H participation Decrease in FFA participation
158.	There continues to be a shift from market lambs to meat goats.
159.	Numbers are decreasing in general.
160.	Don't Know I'm new to the county
161.	There has been a decrease in 4-H project involvement over the past several years. I feel this is due to the Jr. FFA that some of our 4-H kids are participating in. It also seems that in the competitive world of livestock shows, the parents are looking for that Grand Champion and some feel that their chances of attaining that are greater through the FFA.
162.	Considerable less lambs than in the past, five years ago we would have 50-75 lamb

	entries. Goat entries up by about 5%
163.	Over the past three years, we've seen a significant increase in market goat numbers. However, 2006 numbers showed to be evening out.
164.	There are fewer exhibitors in the shows now compared to 5 years ago. The goat numbers have increased over the past 8 years but have leveled off. Beef exhibits continue a downward trend. This mainly due to the increase in entry fees and the increase in feed costs. Swine exhibits have decreased and lamb exhibits have remained constant the past eight years.
165.	There has not been a drastic change since the goat show was implemented about 10 years ago.
166.	In Lamb County numbers hold relative steady. Most youth feed 4-H because 4-H is more aggressive than the 5FFA programs. We have lost some older feeders but we have a very large number of young feeders. Almost 95% of youth in the county go on to one or more major shows.

APPENDIX E

OPEN ENDED REMARKS TO QUESTION 13

13. - If yes, please briefly explain any significant results you have seen or found.	
1.	We have seen a dramatic increase in knowledge regarding extra label use of drugs, ethics and moral decision making in the youth and adults taught the curriculum.
2.	Used solely at the East Texas Youth beef camp where Post test evaluations have shown participants adopting Quality Counts in their home operations.
3.	Attitudes are the main change I see as a result of our quality counts program. The character education component is extremely valuable. You can see a difference in the kid's attitudes toward each other. Also, more and more families are incorporation Quality Counts principles at home.
4.	I am a new agent and it is my 4-H Outcome plan. We will be having our Quality Counts Livestock Leadership Series in November 06.
5.	More 4-Her's and parents with significant actions as far as helpfulness along with more efforts in showmanship.
6.	I believe it has made the youth more aware of their actions
7.	This program is going from an output to an outcome this year and we are reaching a larger audience this year due to the interest in this type of program in our communities.
8.	I use Quality Counts extensively for our MAJOR SHOW kids. Especially in the area's of Beef and Swine. I see a very direct change in behavior in both the 4-H members as well as their parents.
9.	Most youth have made changes in their livestock program due to participating in the QC program but no to the extent at which changes need to be made.
10.	Output, clientele are satisfied with their educational experience.
11.	Quality Counts in conjunction with Character Education has been utilized in 2006 for our 4-H outcome plan. I think it has made a difference in 4-Hers and parents in

	<p>really thinking about what decisions they make on feeding, vet practices and ethics issues.</p>
12.	<p>Youth are more aware of withdrawals and consequences of off-label drug use.</p>
13.	<p>All 25 youth participants and 2 leaders participated in quality counts during the Houston Livestock Show. The same 25 youth completed the project from Jan-March 2006. I think and hope the youth understand the drug residue program fully. Although it is difficult for some 8 year olds to grasp the difference in types of medication and reason for treatment of sick animals.</p>
14.	<p>The results have been great. Through direct observation the youth have adopted several if not all aspects of the program. The most dramatic change has been from older youth that I have seen before and after as opposed to those younger members that have started out in the program.</p>
15.	<p>We have seen an increase in knowledge on pre and post tests by 5-25%. The youth were asked 10 or 20 question pre and post tests and all youth increased in knowledge due to the program!</p>
16.	<p>4-HERS AND PARENTS ARE MORE MINDFUL OF LIVESTOCK DRUG WITHDRAWAL TIMES AND SAFETY IN THE FOOD CHAIN.</p>
17.	<p>The children that have participated in the quality counts program generally bring a better quality animal to the show ring.</p>
18.	<p>Increase in youth understanding of withdrawals, the food chain, medications, sportsmanship, the purpose of livestock projects, and ethics. We are still in the outcome year and do not have complete results yet.</p>
19.	<p>To an extent, Quality Counts is great. BUT, I am finding that people have started giving shots in the proper places and agree with the moral values of the program and still continue to stretch the boundaries when it comes to winning. That is not just in the livestock showing part of the program, but any competitive arena (record books, sports, and school, pitching washers...)</p>

20.	<p>The following statements highlight the results: A total of 27 attendees participated in at least two of the three Quality Counts Sessions. This Number Represents 24% of all students in Miami ISD who are eligible to participate in 4-H or FFA. (between the ages of 9 to 19) Results of the pretest are as follows (based on 100 point scale): 11% scored from a 90 to a 100, 6% scored from an 80 to an 89, 6% scored from a 70 to a 79, 28% scored from a 60 to a 69, and 50% scored below a 60 Results of the posttest are as follows (based on 100 point scale): 73% scored from a 90 to a 100, 18% scored from an 80 to an 89, 9% scored from a 70 to a 79, and no participants scored below a 70 These results indicate that the quality counts youth outcome program was a success. There was an increase in subject matter knowledge from 69% on the Pretest to 92% on their Posttest. The program resulted in accomplishing its goals, to promote character education and quality assurance. The pre and post test results indicate that participants benefited from the information, and that they will put that information to use knowing the real meaning and purpose of 4-H and FFA livestock projects. As more individuals learn the value of character education, as well as the impact livestock projects have on the youth of our state, they will better understand the value of livestock projects. As a result of this program 25% of the youth population in Roberts County now better understands what the purpose of 4-H and FFA is, what the purpose of livestock projects are, the value of character education, the value of food safety, their responsibility as producers, and the value of sportsmanship and goal setting. This means that 25% of the youth population in our area is now better prepared, better informed, and more responsible, giving them a step in the direction of success in adulthood.</p>
21.	<p>Has been done for one year. Nothing significant yet.</p>
22.	<p>I don't know...I'm new to extension.</p>
23.	<p>An increase in number of animal projects shown, children have a better understanding of goals, overall increase in 4-H activity. When comparing adult involvement before QC and After QC, Adults volunteer much more often to be a speaker, planner, etc.</p>

24.	increase in knowledge of ethics and drug awareness and feed tag analysis
25.	There were a couple of changes in Agents. I was not in the county in the time the curricula were used so can not explain results.
26.	Currently being taught.
27.	Our 4-H agent had Quality Counts as an Outcome Plan for 2005-2006. Two programs were presented last fall by the 4-H agent and Agriculture agent. The 4-H agent is now in Harris County, but the new 4-H agent plans on continuing with the Quality Counts program.
28.	Results indicate that the Quality Counts Program in Goliad County met its objectives of increasing knowledge in livestock project exhibition. The greatest perceptual knowledge change was for how quality assurance is important in livestock production and the understanding of drug residue testing methods. By learning about show ethics and good character development, youth will not only exhibit their character in their livestock projects but in their everyday life.
29.	Exhibitors pay closer attention to feed tag information and medication labels.
30.	In our county in the 4-H program exhibitors and parents have become more aware of what they give their animals, if it is a safe product and they also watch labels in feed and other datives to see in they are for animal use and times for withdraw. Local Vets have also said they get more calls for exhibitors and parents asking if it is safe to give certain product, the vets like this. I have also notice that exhibitors are making parents and leaders more accountable for what they do and how thy use different meds, to insure they are using the right products and exhibitors are reminding them that Quality Counts.
31.	Due to a clinic and newsletter series participants showed a gain in knowledge of subject matter according to a pre/post test. It is difficult in my situation to have several different meetings and use the lesson plans as intended. They will not consistently come. It is more effective to have one meeting to get as much in as possible and distribute other information through a newsletter.

32.	Quality counts has been and Outcome plan. The significant results have been that you can see the change from how they view things.
33.	All youth gained knowledge of the Quality Counts program and more than half of the participants are using practices taught in the quality counts materials.
34.	Program is still in progress and will go into 2007. I feel like that my participants no have a better understanding of the purpose of 4-H and livestock projects. They know that I would much rather produce champion people than champion animals.
35.	Not exactly titled that with an outcome but it is utilized HEAVILY with the 4-H Livestock Management Curriculum.
36.	I have had some 4-H members and Adult leaders assist me with the programs and helps pass the message to others.
37.	Participants have learned a variety of things. The biggest thing they learn was how to give shots and read notches on hog ears. Also withdraw periods on medications and where to look for that information.
38.	From the pre-test to the post-test we had had a 70% improvement from the participants.
39.	Have not seen too many results but have a meeting planned for November and evaluations in December and the spring of 2007
40.	We have struggled with implementing the quality counts program. Our adult leaders assoc. all agree it's a great curriculum and would like to promote it, however our ag. Science teachers have resisted utilizing the program in the classroom and we feel we would have a hard time getting kids to a program unless we required it. At this time the 4-H leaders in the county do not want to make it mandatory.
41.	4H agent's outcome
42.	The Quality Counts Program has been an outcome program for one 4-H Club. With their 2007 livestock projects, I have had 4-H members call with questions about measuring feed, daily weight gain, and they are more interested in their project

	now that they know where the meat from that project is going. The 4-H members and the parents feel that they are learning something at every meeting.
43.	I have seen an increase in knowledge.
44.	It has helped the youth to better understand their projects as well as maintain a high ethical standards
45.	Participants increased knowledge gain through participation.
46.	In 2004, 28 4-H members and 8 volunteers went thru the course. In 2005 the course was offered but 0 attended.
47.	Still in the process this year.
48.	Closer attention to medicated products in relation to withdrawal times and stock shows.
49.	Implemented and taught by 4-H agent but agent left before an evaluation could be conducted.
50.	Completed and submitted several articles and information about quality counts in monthly newsletter.
51.	Youth have a better understanding of how their livestock projects affect the food animal industry.
52.	Youth/adults gained knowledge on all aspects related to quality counts and the importance of following labels and ethics of feeding livestock.
53.	We have implemented the Quality Counts curriculum into our programming efforts with great results especially with the multi-county Holiday Classic Program.
54.	Participants were able to define the purposes of youth livestock projects. Increase in the ability to name the six pillars of character. Increase in determining proper injection sites. Increase in the ability to read labels on feed and medications.
55.	Members increased awareness and knowledge of withdrawal times on medications and the importance of consulting and having a client patient relationship with a

	veterinarian for extra labeled use. Members also learned and realized that eventually livestock projects become part of the food chain.
56.	0
57.	Included Quality counts in the 4-H curriculum plan and is taught during our annual showmanship and ethics training by agents and project leaders.
58.	This is part of the 4-H Livestock Project Output. Lessons are used in leader training and at 4-H club meetings.
59.	The youth all learned something but it was hard to get a large number to participate.
60.	Members seem to come away with a better understanding of what their project is in the bigger picture. Some seemed surprised about the items that are considered unethical.
61.	We have not seen any drug residue in market animals at the local livestock show.
62.	Participants have increased knowledge on injection site management
63.	The Quality Counts program was an outcome program for our youth during the year 2005 and 2006. Through this program we have developed a Quality Counts Committee that consists of County Extension Staff and Agricultural Science Instructors. With the participation of this group a West Texas Swine Camp Task Force was developed and a Camp was coordinated and Implemented through these committees and close to 175 people received an hour of Quality Counts Training. This was a regional event that involved all of the West Texas and Panhandle Livestock Showers.
64.	I don't use Quality Counts as a curriculum itself but use some of its points through livestock ethics training. It is rather boring and while we are educating youth it is important to make it interesting enough that they want to participate.
65.	Youth are aware of the correct procedures used in livestock projects based on information presented one on one, via newsletters, and via livestock clinics.

66.	Youth have become more aware of their actions in raising animals, and realize that it can impact our food supply.
67.	It is the outcome plan for our county. It being well received by the 4H membership, but the FFA has only 3 of the 7 schools implementing it on a high level. The results are varied from low to high because, here everyone, both 4H and FFA have been doing their own thing for so long. Since I began as the 4H agent the 4H and FFA have been trying to put together a county wide program but are meeting resistance from some of the FFA.
68.	Youth have gained a greater knowledge of best management practices, quality assurance, and character education. Post pre evolution was used and positive results have come from it. Additionally customer satisfaction surveys have been used and very positive.
69.	The basic changes observed have been best management practices at home with their livestock projects. Additional observation has been seen at various livestock shows.
70.	A group of dedicated adult leaders were assembled to serve on the Hemphill County Adult Leader's Council. The purpose of the council is to assist the agent in developing, marketing, implementing, evaluating, and interpreting youth related programs. The council meets quarterly to review and update program plans as necessary, as well as evaluate the success of current efforts. The group expressed a need for programming related to character education, especially in the area of livestock. A series of educational events was developed through a partnership between Texas Cooperative Extension and the Texas FFA. The purpose of the curriculum is to teach character, ethics, and responsibility as it applies to livestock production. Raising livestock is a great opportunity to learn in a "hands-on" environment, how to care for and properly raise livestock. However, with this opportunity comes a responsibility for each exhibitor to learn and demonstrate the highest standards, both in personal character and in the feeding and care of their animals. "Quality Counts" is designed to teach young people the importance of

displaying good character in carrying out livestock projects, and in every aspect of their lives. This curriculum also taught the importance of using proper livestock management practices so that food quality and safety are preserved. This curriculum was presented as a part of the regular monthly 4-H livestock project meetings. 4-H members who are involved in the livestock project were targeted and a total of fifteen members completed both the pre-test and post survey to determine baseline data of the audience and the percent change in knowledge of the participants. Program # 1 served as an introduction to the new curriculum. Topics included the purpose of 4-H and FFA, an understanding of the reason youth participate in the livestock project, the importance of being an educated producer, how decisions made today can affect tomorrow, and an in-depth look at how character really counts in livestock production. Program #1 saw a very positive response, both by 4-Hers as well as parents. The information covered not only taught participants how to make ethical decisions, but also gave them insight into the real reason for the youth livestock project. Results showed an overall increase of 26% in knowledge gained. The data collected also gives some idea of which areas of the curriculum might need to be covered in future programs. The largest area of increase was related to the six pillars of character and how they can be applied to this particular project. Program # 2 covered information regarding ethical behavior and proper uses of prescription drugs and feed additives. We covered in detail how to read drug and feed labels, the different types of injections, proper injection sites, withdrawal dates, and the importance of keeping accurate records. A slightly lower overall increase in knowledge was observed for program # 2 than that of #1, however it appears through direct observation and face-to-face interviews, a significant impact was made on participants. In addition, information received through the evaluation process revealed a large percentage of youth involved had been through a similar training in the past, which could account for the lower results. This was more of a "hands-on" training, and does show a great deal of potential especially with new members and first time exhibitors. Program # 3 was the last of the three part training, where topics such as the difference in sportsmanship and gamesmanship, how to be a true success in the show ring, goal

	<p>setting, and the importance of making the livestock experience a family event were covered. This curriculum teaches participants how to know the difference between winning for glory, and being a true success by learning. It teaches the importance of giving back to the community and helping others, as well as showing them ways to contribute to the livestock program. The curriculum further showed participants how to set and achieve personal goals, not only in their project, but in every aspect of their lives. Participants were encouraged to take time to learn from adult volunteers, and not take for granted the years of experience that are being offered to them for free. This session revealed a 24% increase in knowledge and was deemed a success based on this and the comments received by parents and participants. In summary, the Quality Counts curriculum offered a variety of educational topics which were implemented and well received in the county. An overall increase in knowledge gained was observed by all participants and feedback was positive. Subject areas that may require further programming were identified plans have been made to implement programs of this nature in the future.</p>
71.	<p>Another agent did it in 2004 before I started here.</p>
72.	<p>Quality counts has been an output program. It has resulted in a slight change in attitude.</p>
73.	<p>You have learned some basic skills for the Quality Counts program.</p>
74.	<p>Results will not be available until December 2006</p>
75.	<p>I recently moved into my new county. Quality Counts is my outcome for 2007 you youth board and stock show board are excited.</p>
76.	<p>Very positive survey comments from a large workshop conducted in late 2005.</p>
77.	<p>Youth participants at the East Texas Youth Beef Camp each year show significant gains in knowledge and to the intent to adopt Quality Counts practices.</p>
78.	<p>I do not know the results because the person who had this as an Output plan resigned before the program was completed.</p>

79.	Local clubs have used the curriculum in meetings.
80.	knowledge gained is increased and youth have used material in method demos and FFA skills demos
81.	We saw an increase of knowledge. Through direct observation the youth that went through the program were more observant of feeds and medications.
82.	Increase in participation in livestock program increase in quality assurance examples; proper use of medication labels, withdrawal times, proper injection sites.
83.	I do not think So
84.	Better behavior, increased leadership, increased participation.
85.	This has been the 4-H agent's outcome plan in 2005; however he is not in this county now.
86.	No formal evaluation results were available as of this survey.
87.	I am a FCS Agent responding to this survey. Our Ag/NR Agent left in July 2006 this year. I have not implemented Quality Counts in my program other than Food Safety In The Kitchen. However, our past Ag Agent incorporated portions of the Quality Counts program into his Livestock / Showmanship Clinic event during the past winter stock show season.
88.	Exhibitors have applied the information learned to practical situations and have been able to correct their parents on minor issues.
89.	The kids were extremely impressed with the material taught and thought they were very valuable lessons.

APPENDIX F

OPEN ENDED REMARKS TO QUESTION 17

17. Do you have any new lesson topics you would like to see developed in Quality Counts?	
1.	no
2.	No
3.	I am not sure at this time.
4.	ON-line Certification where results come back to Agent or Ag teacher. I think more kids would be willing if they could complete on-line. Also would like to see them entered into a drawing for livestock prizes when they complete a series of lessons online. Each chapter/county that has 100% certified members could be entered into a drawing for a livestock trailer (donated).
5.	I am sure there are but none are coming to me at the moment. Great job, keep up the good work!
6.	Computer technology online educational and/or teach method used and incorporated as part of the educational enrichment training process.
7.	No. Just more emphasis on what we already have.
8.	Not presently.
9.	how can we utilize a summary that lists and explains the pillars of character within each lesson plan to help review them with the participants
10.	N/A
11.	No
12.	No
13.	I just think it is a tool that is easily utilized and to implement through programs and management clinics.
14.	Not at this time. I would like to see everybody go through the curriculum that we already have.

15.	No
16.	No, I think we have enough.
17.	no
18.	None that I can recommend.
19.	Any lessons that are implemented into regular project meeting learning sessions are very valuable. My experience is that youth and their parents do not attend programs solely to learn about character building. We have a larger impact on teaching quality counts subject matter by implementing it in our teaching opportunities.
20.	no.
21.	NA
22.	Maybe we could go more in-depth with the current topics.
23.	Yes, I think we need more information on livestock show ethics and more information on proper sportsmanship behavior.
24.	0
25.	No
26.	not yet
27.	No
28.	Not at this time.
29.	We are aiming at the wrong target the youth. The parents are the one's to blame. The only way to stop the problems is to require the parents to go through the program before their kids can enter any show. The parents are funding the misguided deeds. I agree that these are kids projects but it is parents living their youth over through their kids projects. Greed is the root of the evil. Kids don't know what their parents do in most cases.

30.	No
31.	Greater educational activities about off label drug use and proper animal husbandry and infusing greater youth character education programs.
32.	More hands on.
33.	not currently
34.	Not at this time.
35.	no
36.	Not at this time.
37.	no
38.	no
39.	It is very comprehensive and very useful.
40.	no
41.	don't think so
42.	Livestock show ethics
43.	No. Not at this time.
44.	Don't know at this time
45.	I feel the quality counts program as it is a good program.

VITA

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