

South Carolina Cooperative
Extension System

Land-Grant Institutions
Plan of Work
1999-2004

Clemson University
South Carolina State University

CLEMSON[®]
E X T E N S I O N



July 1999

TABLE OF CONTENTS

Plan of Work Process	1
Program Plan Components	
<i>Goal 1: Highly Competitive Agricultural Production System</i>	3
<i>Goal 2: A Safe, Secure Food and Fiber System</i>	18
<i>Goal 3: A Healthy Well-Nourished Population</i>	22
<i>Goal 4: Harmony Between Agriculture and Environment</i>	26
<i>Goal 5: Economic and Community Development</i>	42
Overall Projected Resources by Goals	58
Stakeholder Input	59
Program Review Process: Merit Review	61
Multi-State Extension Initiatives	63
Evaluation Framework	65

Plan of Work Process

A group of Extension professionals was organized to put together the Plan of Work process to address the requirements of the AREERA Act of 1998. In preparing the plan of work document, this group addressed its charge under the following overriding principles which included: 1) partnering between Clemson University and South Carolina State University (SCSU) in program planning process and programming, 2) incorporating information from research components of both institutions in the program planning process (although Extension and Research plan components are different, Clemson is exploring possibilities of integrating Extension and Research plans of work in the near future), and 3) organizing a structure for a planning process incorporating team concepts, stakeholder involvement and representation, cooperation in the planning process both at the county and cluster level between Clemson and SCSU institutions, focusing the plan and resources needed.

Figures one through three represents the stages of the plan of work process. As a part of each stage, responses to the following questions were identified: 1) Who will be responsible? 2) What are they supposed to do? 3) What is the time line for accomplishment of objectives? 4) How will the system know if the objectives have been met? 5) What resources will be needed to accomplish the objectives? 6) What data needs are required? and 7) What accountability will each stage have? A brief description of the three stages of the POW is presented in the following paragraphs.

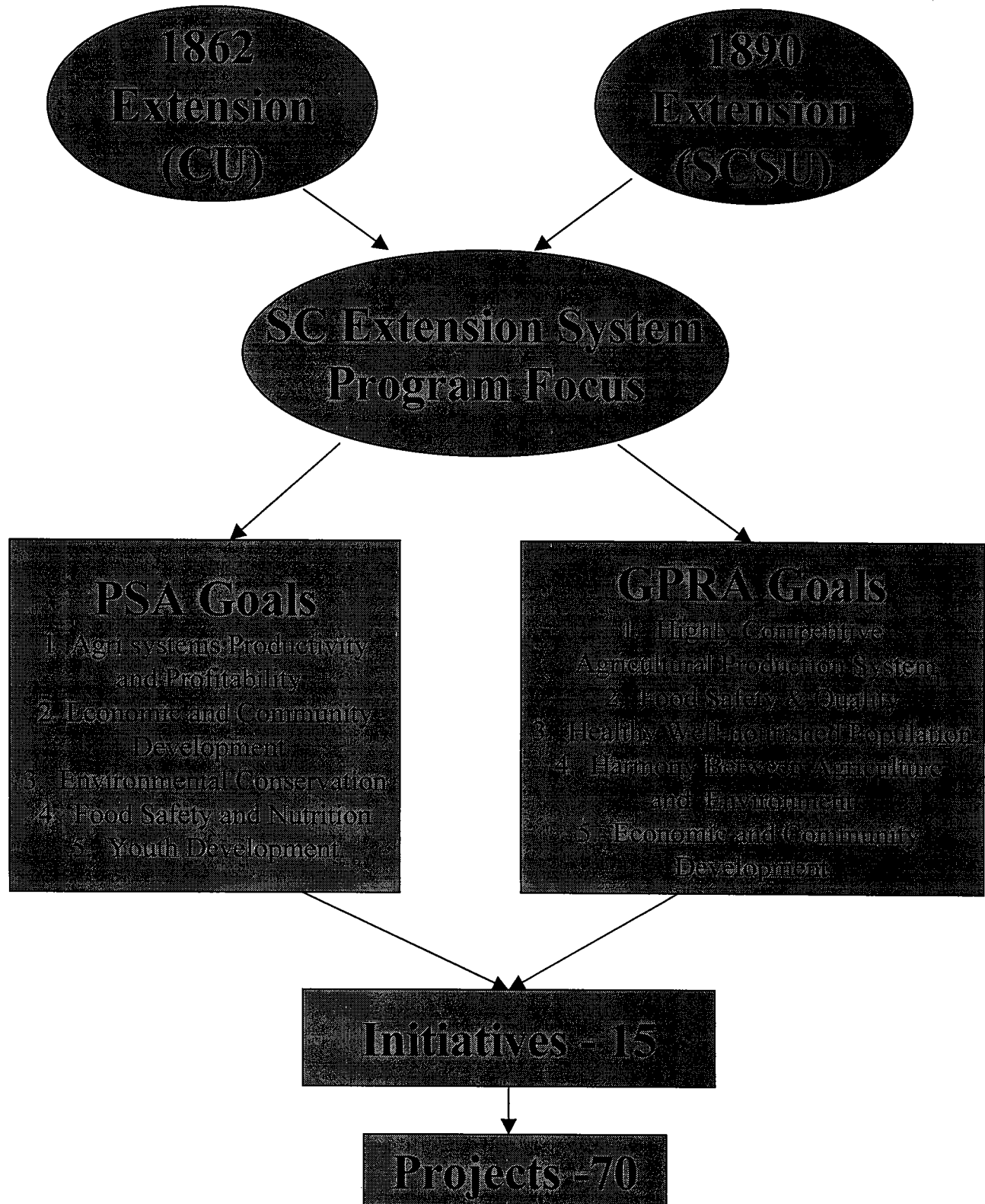
Stage 1: Program Focus

As shown in Figure 1, the general programmatic foci for both Clemson and SCSU were developed. The foci were based on areas of programming, organization mission and capabilities, including inventory of resources. In addition, other information such as strategic plans, national directions (CSREES), state direction (Public Service and Agriculture), expert input from internal (departments, schools, program leaders, etc.), and external (local leaders, clientele, key stakeholders) stakeholders were also documented. As a result of these efforts (see also Figures 2 and 3), five strategic goals for Public Service and Agriculture (PSA) were developed. The five PSA goals are:

1. Agrisystems Productivity and Profitability (GPRA Goal 1)
2. Economic and Community Development (GPRA Goal 5)
3. Environmental Conservation (GPRA Goal 4)
4. Food Safety and Nutrition (GPRA Goals 2 & 3)
5. Youth Development (Part of GPRA Goal 5)

These five strategic goals closely mirror the national GPRA goals. Under each of the five goals, initiatives were identified to provide a clear focus for the programs. Under each initiative, projects were identified which specifically addressed the issues. In all there were five goals, 15 initiatives and 70 projects (see chart 1 for details of goals, initiatives and projects).

SC Extension System POW Process (Stage 1)



Stage 2: Program Identification/Development Teams

In stage 2, program identification/development teams were formed. These teams identified data needs and data sources for developing program needs and plans. The data sources used in identifying program needs included the following sources:

1. Experts: Agents, specialists, researchers and other agencies who provided relevant, scientific, research-based information.

2. Information Team: This team documented needed demographic data from all the counties. Each of the 14 clusters was asked to provide an "environmental scan" of their clusters. Each cluster provided information on demographic data which included population growth, gender, age, race, education, voter participation, criminal justice, income and employment, economic base, retail sales and services, and property tax bases. In addition, existing databases were also used to determine a profile of counties/clusters.

3. Clientele: Program clientele included counties, clusters, regional and statewide, community leaders, key individuals, organizations and agencies and program participants. The county committee advisory systems provided program input through action, program, and advisory committees. This information was provided to the development teams.

4. Program Stakeholders: Included legislators, other private and public funders, industry officials and other local agencies.

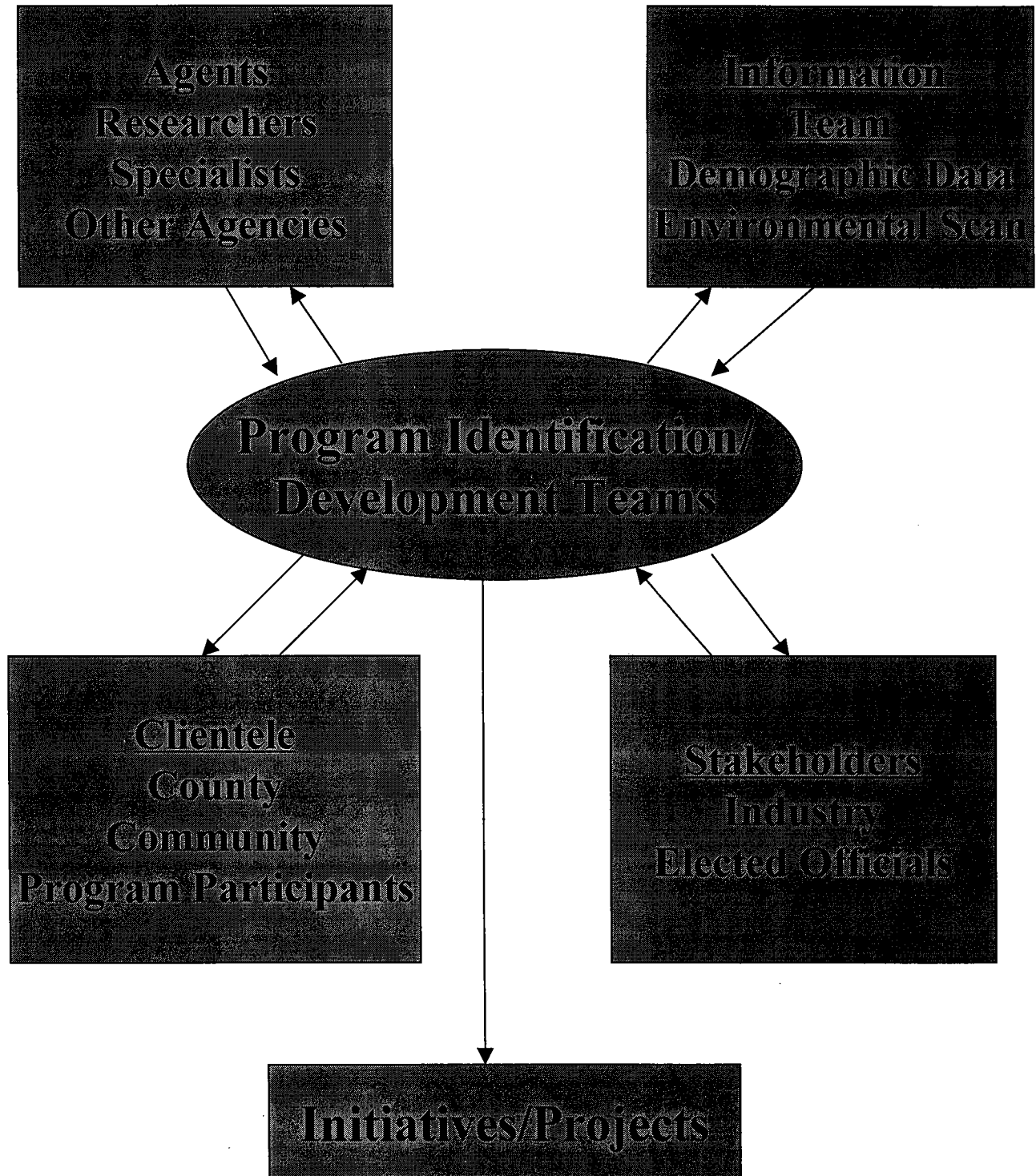
Utilizing resources from the information team (demographic data, environmental scans), the program identification/development teams identified trends, issues and program needs. In all there were eight program development teams which examined the trends, issues and program needs, including interdisciplinary issues, recommended 15 initiatives. Of the 15 initiatives, four were in Goal 1, two in Goal 2, one in Goal 3, four in Goal 4, and five in Goal 5. In addition, the teams also identified projects under each initiative. In all, 70 projects were identified.

Stage 3: Plan of Work

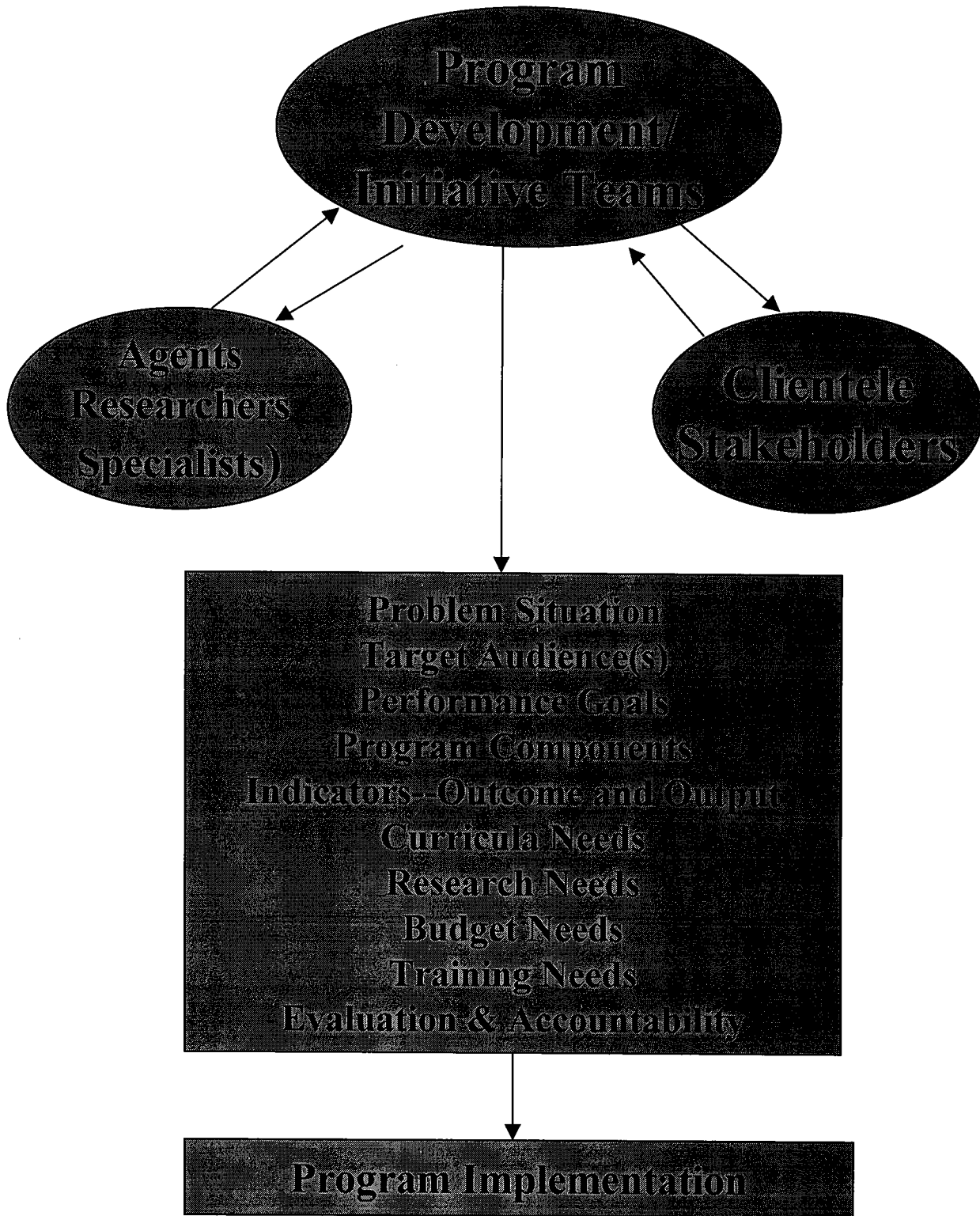
Once the initiatives and projects were identified, the initiative teams and sub-teams undertook the task of developing program plans. Program plans were developed based on the guidelines of the AREERA Act of 1998. As shown in Figure 3, program development teams were in constant touch with experts, counties, stakeholders and administration to make sure that the program plan reflected the input and priorities of state, Clemson University, national initiatives of USDA and other federal programs. The plan of work components included: 1) performance goals and objectives, 2) key program components, 3) stakeholders, 4) evaluation framework, 5) indicators, 6) program duration, and 7) allocated resources. In addition, curricula and training needs were also included in the program plans.

SC Extension System POW Process

(Stage 2)



SC Extension System POW Process (Stage 3)



Goal 1: Highly Competitive Agricultural Production System

Initiative 101: Business, Financial and Risk Management Systems for Agricultural Firms

I. Statement of the Issue

Problem/Situation: A number of simultaneously occurring events combine to make carefully planned management of farms, agribusiness and the entire agricultural sector critical to continued growth and stability. These events include: 1) agricultural income growth which is almost entirely dependent on global markets, 2) an explosion of new technology that is reaching the marketplace, 3) the public is demanding a cleaner environment and increasingly concerned with maintaining a safe and nutritious food supply, 4) industrialization of the agricultural sector is proceeding rapidly: large and medium sized farms are growing and developing stronger vertical links to supply and to marketing firms, whereas small farms are struggling to survive, and 5) the federal government is drastically reducing its role of supporting and stabilizing the agricultural sector.

Changes in government regulations and the economic environment have increased the risks of farming in South Carolina. Agricultural firms today are forced to consider greater markets, financial, production, and environmental risks than in the past. These risks will require a significant change in farm management philosophy and also provide a challenge to develop risk-oriented educational programs.

II. Performance Goal

Teach management skills that ensure long-term profitability and sustainability for the farm business. Specifically, the focus will be on: 1) providing timely commodity situation and outlook information to assist in choosing appropriate market risk management strategies, 2) to provide educational programs to farm firms, agribusiness, and extension personnel on market assessment and appropriate marketing strategy selection of agricultural commodities, and 3) to develop, distribute, and educate in the use of computer-based market risk management tools, 4) to develop the "Executive Farmer" program to teach farmers business and financial planning, 5) to advance the "Farm Business Management Association" program to provide financial accounting, financial and business planning for member farmers, 6) to educate farmers on decision making and specifically how to use financial information to guide business decisions, and 7) how to 'manage' their businesses.

III. Key Program Components

Educational programs will be directed at teaching management skills that ensure long-term profitability and stability of farm business. These programs include: 1) business planning, creative problem solving, assessing business combinations and technologies for profitability while managing market and financial risks and maintaining the integrity of the environment, 2) economic analysis of enterprises and technologies, 3) business and financial management systems, and 4) develop and deliver "Executive Farmer" program.

Under this initiative, three projects are planned and these include Agricultural Market Risk Management, Economic Analysis of Enterprises and Technologies, and Business and Financial Management Systems. The Agricultural Market Risk Management project is designed to provide: 1) farm firms and agribusinesses timely commodity situation and outlook information to assist in choosing appropriate market risk management strategies, 2) farm firms and agribusinesses educational programs on market assessment and appropriate marketing strategy selection for agricultural commodities, 3) in service educational programs to extension personnel on market assessment and appropriate marketing strategy selection for agricultural commodities, and 4) develop, distribute and educate extension personnel, farm firms and agribusinesses in the use of computer-based market risk management tools.

The Economic Analysis of Enterprises and Technologies Project will help extension staff analyze alternative enterprises and technologies. Farmers and extension personnel will be provided training and experience on how to develop and evaluate the profitability of emerging agricultural technology, enterprises and production systems so that they can make informed decisions about the profitability of their farm businesses.

The Business and Financial Management Systems (BFMS) project will help commercial farmers to develop business and financial management systems suitable to their farms. A program called "Executive Farmer" has been developed to assist the farmers. In addition, extension agents will be taught the process and importance of business management systems under the "Executive Farmer" program. Agribusiness professionals will be able to help their customers about the importance of BFMS for business success.

Strategies to achieve this business, financial, and risk management initiative are to develop and deliver curriculum-based, holistic management, educational programs. Delivery for these programs will be achieved through workshops, agent in-service training, regional meetings, video conferences and publications. Focus areas will include business planning, crop insurance, futures and options, financial management, marketing and human resource management. Management skills and technical practices will be taught through curriculum-based programs, such as Dairymax, the Cow College, Southeastern Agricultural Lenders School, Computerized and Record Keeping.

IV. Internal and External Linkages

Internal: Extension staff, faculty and specialists

External: Farmers, Commodity groups, Agriculture Service Industry, Commercial farmers, Farm Bureau, Large and small agribusiness firms

V. Target Audiences

Target audiences include: farm firms and agribusinesses, extension personnel, farmers, agriculture service industry, small farmers, and small farm families

VI. Evaluation Framework

Success of programming efforts will be evaluated through: 1) increased knowledge, 1.a.) number adopting increased use of practices, 1.b.) number of farmers trained, and 1.c.) farmer participation in a variety of activities; 2) economic stability of small farm operations measured by reduced losses on farm operations, 2.a.) increased farm income, and 2.c.) farmers being able to retain ownership of small plots of land; 3) clientele satisfaction measured through pre and post tests and follow-up, and 4) adoption of ecologically sound agricultural enterprises.

VII. Output Indicators

Output indicators will include the following:

- 1) Number of activities/programs conducted
- 2) Number of people completing educational programs
- 3) Number reporting increased knowledge after completing programs
- 4) Number of programs conducted to number planned
- 5) Program completion and increased knowledge ratio
- 6) Specific indicators include: a) number of firms reduced losses, b) number of small farmers who avoided risks, c) number of farmers who have a business enterprise plan

VIII. Outcome Indicators

Outcome indicators will include the following:

- 1) Percent increase in levels of confidence in farm economic performance and family stability
- 2) Percent of farmers reporting increased income from previous year's business
- 3) Percent of farmers that were able to retain land despite economic uncertainties

- 4) Percent satisfied with the services provided
- 5) Increased participation in future extension programs

IX. Program Duration

Short Term and Medium Term

X. Allocated Resources

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Federal	146,369				
State	749,594				
Local	47,246				
Total	943,209	966,789	990,959	1,015,733	1,041,126

FTEs	8.00				
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Initiative 102: Retention of Small/Minority Farms

I. Statement of the Issue

Problem/Situation: the forces of change affecting agriculture in general are magnified in their potential impact on the State's thousands of small and minority farms. These farms have limited financial and land resources to make adjustments to the changing environment. Operators tend to have less formal education. Because of the economic and quality of life contribution that the farm makes to these families, it is critical that Extension assists small/minority farmers to retain land ownership and to develop viable enterprises.

The focus of this initiative is to assure small farm sustainability through increasing farm income and enhancing quality of life. South Carolina has more than 20,000 farms of which nearly 90 percent of them are classified as "small farms" by the latest USDA definition. Traditionally, small farmers have faced a most difficult economic environment with problems focused on areas of survivability and land retention. The former goal has included broad but important areas such as market strategies, sustainable production, and enterprise selection.

II. Performance Goals

Teach small farmers so as to improve knowledge and skills that ensure long-term sustainability and profitability for the farm business. Specifically, the focus will be on: 1) providing timely educational programs on marketing that will include specific strategies and post harvest techniques, 2) teach small farmers improved sustainable small-scale production practices that incorporate business management skills, and 3) teach small farmers how to evaluate their farm/family resources and goals and how to maximize opportunities.

III. Key Program Components

Program Description: Programs will include: 1) stepped educational workshops regarding commodity/market-type specific marketing, estate planning, and small-scale production principles, 2) business and financial management systems, 3) resource and opportunity assessment through budget and alternative enterprise analysis, and 4) improve farmland retention through estate planning, and better understanding of regulatory/tax issues.

The major focus of this initiative is to assure small farm sustainability through increasing farm income and enhancing quality of life. Emphasis will be in the areas of property retention issues, planning/enterprise selection, production education and marketing.

Educational programs will include a systems approach to production and environmental concerns.

The Product Education project will help small farmers and their families to learn improved sustainable production practices, business management skills, and appropriate small-scale technologies.

The Planning/Enterprise Selection project will teach small farm families how to evaluate resources and goals. In addition, small farm families will learn about opportunities and constraints of various farming techniques.

Under the Farmland Retention project, educational programs are designed to help small farm families to improve farmland retention through estate planning and through better understanding of regulatory/tax issues.

Standard educational programs such as newsletter, media releases, and publications have not proved very effective in working with this sector of agriculture. The focus will be upon on-farm demonstrations, and workshops for farmers stressing alternative enterprises, production and financial record keeping, direct marketing, and marketing cooperatively.

IV. Internal and External Linkages

Internal: 1) Multidisciplinary linkages will be strong with plant science departments regarding vegetable and row-crop production, and 2) multi-institutional linkage will be highly coordinated with South Carolina State University and Clemson University extension personnel.

External: At least one multi-state activity is planned in the small farm area.

V. Target Audiences

Target audiences include: small farm operators and families, extension personnel with small farm emphasis (including both 1862 and 1890 personnel), agribusinesses

VI. Evaluation Framework

Successful programming efforts will be evaluated through: 1) increased farmer knowledge, 1.a.) number adopting increased use of practices, 1.b.) number of farmers trained, and 1.c.) farmer participation in a variety of activities; 2) economic stability of small farm operations measured by reduced losses on farm operations, 2.a.) increased farm income, and 2.c.) farmers being able to retain ownership of small plots of land; 3)

clientele satisfaction measured through pre and post tests and follow-up, and 4) adoption of ecologically sound and sustainable agricultural enterprises.

VII. Output Indicators

Output indicators will include the following:

- 1) Number of activities/programs conducted
- 2) Number of people completing educational programs
- 3) Number reporting increased knowledge after completing programs
- 4) Program completion and increased knowledge ratio
- 5) Knowledge/adoption of recommendations ratio
- 6) Specific indicators include: a) number of small farms with reduced losses, b) small farm numbers who adopt or increase use of practices, and c) number of farmers who have adopted/sustained a business enterprise plan

VIII. Outcome Indicators

Outcome indicators will include the following:

- 1) Percent increase in levels of confidence in farm economic performance and family stability
- 2) Percent of farmers reporting equivalent or increased income from previous year's business
- 3) Percent of small farmers that were able to retain land
- 4) Percent satisfied with the services provided
- 5) Increased participation in future extension programs

IX. Program Duration

Short Term and Medium Term

X. Allocated Resources

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Federal	117,673				
State	602, 637				
Local	37,983				
Total	758, 294	777,251	796,682	816,590	837,005

FTEs	6.43				
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Initiative 103: Application of New Technology for Profitable Animal and Plant Systems

I. Statement of the Issue

Problem/Situation: Agricultural technology advances have the potential to seriously alter the structure of agriculture in South Carolina. The important question for the agricultural industry is the selection of appropriate technology to support a viable South Carolina agricultural system. New technology must be understood and evaluated before it can be successfully and economically adopted. A framework of evaluation must be established to help clientele evaluate the impact of new technology.

II. The Performance Goals

Teach skills necessary to help evaluate technology adoption impact upon current farming systems. The focus will be upon: 1) education for synthesis of precision agriculture technologies, 2) understanding/utilization of bio-enhanced agricultural technology, and 3) utilization of distance education and computer based educational systems.

III. Key Program Components: Programs will include: 1) geographic information systems, global positioning systems, variable rate fertility management, yield monitoring, and remote sensing, 2) genetically engineered plant and animal seed stock, and 3) distance education technologies and providing web-based information.

IV. Internal and External Linkages

Internal: Extension staff, faculty and specialists at Clemson University and South Carolina State University. Close linkages will be maintained with the Clemson University Precision Agriculture Team. Teaching and research linkages will be utilized for programs in computer and distance education, plant and animal genetic development, and new production practices.

External: Farmers, commodity groups, agriculture service industry, commercial farmers, Farm Bureau, large and small agribusiness firms, farm equipment manufactures and suppliers, government and regulatory agency personnel, and Extension and research staff in neighboring states.

V. Target Audiences

Farm firms and agribusiness, Extension personnel, agriculture service industry

VI. Evaluation Framework

- 1) Number of clients reporting increased knowledge, number being trained, and participation
- 2) Number of clientele who reports serious and systematic evaluation of appropriate technology adoption based upon program content
- 3) Clientele satisfaction as measured by pre and post tests and questionnaires
- 4) Adoption of technology-- appropriate agricultural enterprises

VII. Output Indicators

Output indicators will include the following:

- 1) Number of activities and programs conducted
- 2) Number of participants reporting increased knowledge
- 3) Knowledge incorporation in decision making
- 4) Specific indicators include: a) number of clients understanding/utilizing precision agriculture technology, b) number of clients utilizing information technology in planning and operations, and c) number of clients understanding/utilizing bio-enhanced technology

VIII. Outcome Indicators

Will assess the results of a program or activity compared to its intended goal.

- 1) Percent increase in levels of understanding regarding precision farming concepts
- 2) Percent increase in levels of understanding bio-enhanced agricultural technology
- 3) Percent satisfied with services provided
- 4) Increased active participation in future extension programs

IX. Program Duration

Short Term to Intermediate Term

X. Allocated Resources

Federal, state, and local government expenditures in support of program employees.
Industry and association partnerships including gifts and in-kind services.

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Federal	166,166				
State	850,983				
Local	53,636				
Total	1,070,785	1,097,555	1,124,994	1,153,119	1,181,947

FTEs	9.08				
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Initiative 104: Safe Home-Based Plant Health Management

I. Statement of the Issue

Problem/Situation: Homeowners and communities have problems in safely managing plant health to improve economic value of their homes and neighborhoods in a socially acceptable manner that does not contaminate the environment with excess fertilizer, inappropriate pesticides, or poisonous plants that would place human and environmental health at risk. The demand for information about this issue consumes an excessive amount of county resources/time.

Plant production systems must be economical and environmentally sound for producers to survive. Urban landscapes should be aesthetically pleasing, diverse, sustainable and environmentally friendly. Extension will give priority to programs that help small and large producers and agribusiness firms address uncertainties caused by changes in federal farm programs, environmental regulations and internationalization of agriculture.

Demand for home horticulture information continues to grow. New delivery systems must be developed to help a reduced Extension work force meet the needs.

The vegetable industry of South Carolina was officially valued at \$66 million in 1995. Similarly the fruit and nut industry represents another \$100 million. (This value under reports the actual farm-gate value of fruits, vegetable and nuts by 10 to 20% because of under reporting of acreage by growers. This value is also heavily influenced by the prices for tomatoes and watermelons, the two largest value vegetable crops in the state.) As this value moves through the economy of the state, its impact is probably in excess of \$300 million. Nationally, fresh fruit and vegetable consumption is increasing and there is a steady demand for high quality produce. At the same time, much of the public concern focuses on pesticide use and residues, environmental degradation and food safety from microbial human pathogens in fruit, nuts and vegetables. IPM for vegetables will remain a high priority area for research and Extension on the national level, at least for the near term.

II. Performance Goal(s)

Extension will educate consumers and youth on plant identification, selection, culture, pest identification, integrated pest management and poisonous plants in the home environment. The focus will be on extending safe home-based plant health management information through: (1) educating 3,500 horticulture service providers as multipliers to consumers, (2) training 150 Master Gardeners to contribute 2,500 hours of volunteer service to educate consumers, and (3) educate 85,000 consumers directly through communications technologies and mass media.

III. Key Program Component(s)

Program Description: Key program components will be to train horticulture professionals and Master Gardeners to disseminate plant health management information and operate home horticulture information centers to disseminate plant health management information directly to consumers. A baseline survey of consumer, Master Gardener, and horticulture service providers knowledge on plant health management will be conducted in 1999 and 2003. Delivery systems include programs, activities, urban horticulture centers, diagnostic services and mass media including the WWW. Resulting education will impact quality of life, environmental health, and economic development.

IV. Internal and External Linkages

Internal: Extension specialists in Entomology, Horticulture, and Plant Pathology & Physiology and county faculty; demonstration sites at Sandhill and Pee Dee Research & Education Centers

External: South Carolina Nursery Association, Arborist Association, South Carolina Department of Agriculture Farmers Market Program, State Technical College System and local horticulture professional organizations

V. Target Audiences

The primary audience is the South Carolina consumer with secondary audiences of horticulture service professionals and Master Gardeners that will serve as multipliers of educational efforts.

VI. Evaluation Framework

Success of programming efforts will be evaluated through: (1) number of programs conducted, (2) number of participants completing educational programs and reporting increased knowledge in plant health, (3) number adopting practices, (4) number of mass media activities, (5) number visiting demonstration sites, (6) number of hours of volunteer service, and (7) number of joint educational efforts with external linkages.

VII. Output Indicators

Output indicators will include the following:

- 1) Number of programs/activities conducted
- 2) Number completing educational programs
- 3) Number reporting increased knowledge

VIII. Outcome Indicators

Outcome indicators will include the following:

- 1) Percent reporting increased knowledge
- 2) Percent adopting recommended practices in areas of pesticide record keeping, proper disposal of pesticide containers, etc.
- 3) Percent increase in knowledge regarding calibration of pesticide equipment

IX. Program Duration

Long Term

X. Allocated Resources

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Federal	654,877				
State	3,353,809				
Local	211,384				
Total	4,220,070	4,325,572	4,433,711	4,544,554	4,658,168

FTEs	35.78				
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Goal 1 Summary: Projected Resources - 1999-2004					
	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Federal	1,085,085				
State	5,757,023				
Local	350,249				
Total	6,992,357	7,167,166	7,346,345	7,530,004	7,718,254
FTEs	59.29				

Goal 2: A Safe, Secure Food and Fiber System

Initiative 201: Food Quality and Safety: Commercial and Consumer Emphasis

I. Statement of the Issue

Problem/Situation: Consumers are concerned about the safety of their food and only a limited number of them understand the process involved in safe handling and distribution of food. Such limited understanding can lead to hazardous food handling practices.

Trends which set up risky food safety situations:

- An increase in eating food prepared away from home.
- The public's desire to consume raw, minimally processed, organic or exotic foods.
- Children preparing breakfast, after-school snacks, or part of the family's evening meal.
- High use of microwave.
- The public's fear of technology.
- An increase in size of populations which are especially at risk for foodborne illness- the very young, the very old, and the immune compromised.
- A more mobile population taking food with them and bringing food back from remote destinations or trying to duplicate a food consumed in another part of the world.
- A renewed interest in food preservation and home food storage.
- The desire to market and sell food products.

II. Performance Goals

To provide effective educational programs and training to South Carolina citizens and industries which increase knowledge and behavior toward safe food handling practices. Consumers and commercial food handlers in South Carolina are brought together to learn more about the quality and safety of the food supply. Commercial food handlers will be provided with technical assistance which enhances food safety and quality for food industries. Instructors will be certified to train food handlers in safe food handling techniques. Extension agents will be trained on safe food storage, handling and preservation. Extension clientele will improve their understanding of risks and responsibilities in relation to food and health through increased knowledge.

III. Key Program Components

Program Description: 1) increasing the quality and safety of the food supply through the education of food handlers, 2) master volunteers - food safety and preservation,

Goal 2 Summary: Projected Resources - 1999-2004					
	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Federal	284,507				
State	1,457,038				
Local	91,834				
Total	1,833,379	1,879,213	1,926,193	1,974,348	2,023,707
FTEs	15.54				

Goal 3: A Healthy Well-Nourished Population

I. The Statement of the Issue

Problem/Situation: The American Dietetic Association has stated that the dietary patterns of Americans differ widely, but most Americans eat a diet that could best be described as "in need of improvement." Research indicates that in 1998, Americans spent 51% of their food dollars in food consumed away from home. This is up from 25% of the food dollar in 1995. The vast majority of these dollars are spent at fast food restaurants where the meal choices are usually high in fat and sodium. A nationwide survey showed that 44% of Americans bring home a prepared meal at least once a week. A Gallup poll estimates that 1/3 of the US population will not know how to cook by the year 2005.

Americans are lacking knowledge in their basic nutrient needs and the skills needed in meal planning and food selection to meet these nutrient needs. The relationship of the risk of contracting of certain chronic diseases, such as coronary heart disease, stroke, diabetes, cancer and poor nutritional status is well documented.

South Carolina has dismal health statistics. Heart disease, cancer, and stroke, accounts for nearly 2/3 of all deaths in the state. The heart disease death rate is 10% higher than the national rate and the minority heart disease death rate is 50% higher than the white death rate. Cancer death rates exceed the national average and the minority death rate is 40% higher than the white death rate. Stroke deaths in SC are considerably higher than the national average and the minority deaths are twice the rate for whites. The SC Department of Health has identified four at risk groups: African Americans, blue collar workers, youth, and lower-income groups. This department has stated that 80% of all cancers, 50% of heart disease deaths, and 50% of all stroke deaths are due to lifestyle habits.

Old eating habits and food preparation methods are hard to change. A much easier task is to establish sound dietary practices at an early age. Educational programs for youth and those people who affect the eating patterns of youth are essential, if the risk factors for chronic disease are to be avoided and if the SC health statistics are to improve.

II. Performance Goals

1) Provide food and nutrition educational programs for youth ages 5 - 19 which will improve their nutritional status, 2) provide educational programs to young adults/families which will improve their skills in choosing, preparing, and consuming a nutritionally adequate diet, and 3) work with food and nutrition related agencies and organizations to coordinate food and nutrition educational efforts.

III. Key Program Components

Programs will include: 1) For youth, 4-H and other youth programs: dietary guidance materials, such as the Dietary Guidelines, Food Guide Pyramid which will increase their knowledge of nutritional needs; skill development in choosing and preparing food, 2) for adult consumers: Dietary Guidelines, Food Guide Pyramids for Kids and Adults, Nutrition Facts Food Labels; skill development in choosing and/or preparing nutritious foods - emphasis on home-replacement meals (new name for old take-out meals), and 3) scheduled meetings with food and nutrition related agencies and organizations to plan and implement coordinated programs.

IV. Internal and External Linkages

Internal: Extension Specialists, Extension County staff, College of Agriculture, Forestry and Life Sciences, College of Health, Education, and Human Development

External: SC Department of Education - Office of School Food Services, SC Department of Social Services - Child and Adult Care Feeding Program, SC Department of Health and Environmental Control - Office of Nutrition and Office of Health Promotion, private health and food related organizations requesting food and nutrition education assistance

V. Target Audiences

South Carolina will focus this initiative on the following audiences: youth ages 5 - 19 years and those people who affect the dietary habits of youth, i.e. child care providers, school food service staffs, teachers, young adult consumers and families, EFNEP eligible families and youth, agencies and organizations associated with food and nutrition

VI. Evaluation Framework

Assessment of the impact of the food and nutrition programs will be addressed by the following methods: 1) each program/activity will use the new standard program evaluation with participants, 2) each program will use the food and nutrition evaluations which ask for planned behavior changes and knowledge gained by attending the event, 3) EFNEP will use the standard EFNEP evaluation instruments, and 4) the new telephone survey will be used with a sampling of food and nutrition program participants to determine actual practice changes.

VII. Output Indicators

Output indicators will include the following:

- 1) Standard CUMIS data comparing programs planned versus programs delivered
- 2) Standard CUMIS data for number of programs delivered and audiences reached
- 3) 4-H food and nutrition program data
- 4) State summaries of food and nutrition program evaluations used in the county/cluster
- 5) State summaries of telephone interviews concerning food and nutrition programs conducted by county staff

VIII. Outcome Indicators

Outcome indicators will include the following:

- 1) Percent increase in 4-H food and nutrition programs and events
- 2) Percent of program participants demonstrating knowledge gained
- 3) Percent of program participants reporting an increase in skills in choosing food
- 4) Percent of program participants demonstrating skill development in meal planning, food purchasing, and food preparation
- 5) Percent of program participants reporting behavior changes (telephone interviews)

IX. Program Duration

The majority of programs will be long term; these programs should continue throughout the duration of the five-year Plan of Work.

X. Allocated Resources

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Federal	489,601				
State	2,507,382				
Local	158,038				
Total	3,155,018	3,233,893	3,314,740	3,339,761	3,424,701

FTEs	26.75				
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Goal 3 Summary: Projected Resources – 1999-2004					
	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Federal	489,601				
State	2,507,382				
Local	158,036				
Total	3,155,018	3,233,893	3,314,740	3,397,608	3,482,548
FTEs	26.75				

Goal 4: To Achieve Greater Harmony (Balance) Between Agriculture and the Environment

Initiative 401: Reducing the Impact of Animal Agriculture on The Environment

I. Statement of the Issue

Problem/Situation: The greatest factor limiting the development of new and the continuation of existing animal enterprises in South Carolina is the impact they have on the environment. Concerns, both real and perceived exist relative to the ultimate disposition of nutrients in animal manure in the environment and the nuisance created from improper management of animals and animal manure. In addition, there are several other concerns that need to be addressed. These include land and water-based concerns such as nitrogen, phosphorus, and metals; nuisance concerns such as flies and odor; and political and social concerns such as property values, property rights, and local government.

Changes in government policy and the demands of environmental activists have increased training and record keeping requirements of animal producers. Modern production systems have resulted in the concentration of feed nutrients into small geographic areas. Care must be taken to prevent these nutrients from affecting the quality of air, water and soils of the state. To facilitate the growth of animal agriculture and allow it to become vital to the economy of South Carolina, the issues involved around animal manure management must be resolved.

II. Performance Goals

Teach animal producers how to utilize manure nutrients as fertilizer substitutes in crop production. The scientific principles of safe manure storage, utilization and alternative conversions will be emphasized. Manure management will become a component of total farm management. The result will be a decrease in animal agriculture's impact on the environment, resulting in reduced public concern over the expansion of confined animal production.

III. Key Program Components

Program Description: Programs will include: 1) safe storage of different types of animal manure, and alternative technologies available for conversion to environmentally safe materials, 2) methods of disposing of dead animals from intensive animal production units, 3) utilization of nutrients as fertilizers, 4) methods to reduce vectors and control odors, and 5) develop and deliver "Confined Animal Manure Managers Certification Program."

IV. Internal and External Linkages

Internal: Extension staff, both Clemson and S. C. State, including faculty from many departments

External: USDA-NRCS, SC-DHEC, SC Department of Agriculture, Farm Bureau, independent farmers and large integrated production units

V. Target Audiences

The target audiences include: Integrator related as well as individually owned and operated farm units, Agricultural Extension Agents, USDA-NRCS and SC DHEC Field Agents

VI. Evaluation Framework

Success of programming efforts indicating increased knowledge will be evaluated through: 1) number of activities conducted, 2) number of farmers completing confined animal manure managers educational programs, 3) number of farmers passing certification exam, 4) number of producers participating in field days, 5) number of producers who adopt water management practices, 6) number of producers keeping records on manure nutrient utilization, 7) number of producers who keep records on lagoon water levels, and 8) number of producers who plan manage manure on a whole farm ecology effort using proven environmentally sound techniques. These methods will be compiled through CUMIS and SC DHEC records and by sign in sheets at training and field days.

VII. Output Indicators

Output indicators will include the following:

- 1) Number of activities and programs conducted
- 2) Number of people completing educational programs
- 3) Number reporting increased knowledge
- 4) Number of clients attending field days

VIII. Outcome Indicators

Outcome indicators will include the following:

- 1) Percent farmers indicating increased knowledge
- 2) Percent farmers adopting recommended practices
- 3) Percent farms incorporating new techniques in farming operations

IX. Program Duration

Short Term and Medium Term

X. Allocated Resources

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Federal	149,260				
State	764,404				
Local	48,179				
Total	961,843	985,889	1,010,536	1,035,799	1,061,694

FTEs	8.16				
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Initiative 402: Natural Resources and the Environment

I. Statement of the Issue

Problem/Situation: South Carolina has been blessed with a wide variety of natural resources. However, the availability and the quality of these vast resources are constantly being diminished by the increasing demands of an expanding population. Changes in land use patterns are impacting the state's resources in unplanned ways. Future wise use of the state's natural resources will require public education of the impacts that current and future land uses have on natural resources. Environmental issues of land, wildlife and water will be addressed.

II. The Performance Goal(s)

Educate landowners to accept and use practices that promote sustainable use and management of natural resources. Specifically, the goal is to increase acceptance and use of current Best Management Practices. To provide educational programs to landowners on impacts of land management on water quality and on fish and wildlife resources. To provide educational programs to private land owners on wildlife damage management

III. Key Program Component(s)

Program Description: Programs will include education and implementation of Farm-A-Syst and Home-A-Syst programs, development of BMP's for shoreline business and recreation managers, water quality education, development of water quality volunteer groups, implementation of Master Wildlife and Urban Wildlife programs, development of Center for Wildlife Damage Control and Management, aquatic weed identification programs, wildlife habitat evaluation and water quality education programs for youth, and natural resource recreation and tourism opportunities.

IV. Internal and External Linkages

Internal: Extension staff, faculty and specialists

External: South Carolina Department of Natural Resources

V. Target Audiences

Extension agents, urban and rural homeowners, private landowners, with small to large holdings, industrial landowners, shoreline business and recreation managers, resource managers, and home and garden clubs, youth, and youth educators.

VI. Evaluation Framework

Programs will be evaluated by the following criteria: 1) number of landowners or managers completing BMP's, 2) number of landowners or managers adopting BMP's, 3) number of landowners or managers adopting water quality practices, 4) number of landowners or managers developing wildlife management plans, 5) number of landowners adopting sound animal damage prevention practices, and 6) number of youths reporting increased knowledge.

VI. Output Indicators

Output indicators will include the following:

- 1) Number completing educational programs
- 2) Number reporting increased knowledge after completing programs
- 3) Number of programs conducted
- 4) Number of publications completed
- 5) Number of demonstrations completed

VII. Outcome Indicators

Outcome indicators will include the following:

- 1) Percent increase in use of BMP's
- 2) Percent increase in use of water quality practices
- 3) Percent increase in use of wise land management practices
- 4) Percent increase in use of sound practices to limit wildlife damage
- 5) Percent satisfied with services provided

VIII. Program Duration

Short, Medium and Long Term

IX. Allocated Resources

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Federal	325,659				
State	1,667,791				
Local	105,118				
Total	2,098,567	2,151,031	2,204,807	2,259,927	2,316,425

FTEs	17.79				
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Initiative 403: Sustainable Agricultural Production Systems

I. Statement of the Issue

Problem/Situation: Major problem facing farmers in South Carolina are low prices for commodities. The low prices are affecting row crops significantly. It is estimated that 20% farmers will have to go out of business if this trend continues. In addition, cattle prices are all time five year low. Low prices of cattle have also affected farm operations of many farms and farm businesses. It is hard to do anything about prices, however, Extension efforts is focused around increasing efficiency of production, cutting costs, and other management options. The following strategies are being undertaken in the area of livestock which include increasing the efficiency of forage utilization, use of farm by products/wastes for livestock feed, use of wastes for pasture fertilization, and improve reproductive efficiency of livestock. In the area of environment, use of buffers to decrease NPS pollution and livestock management in riparian arenas to protect streams and improve streambank stability.

Production agriculture is coming under increasing scrutiny by government regulatory agencies and the general public. Agricultural producers will be expected to be better stewards of the land and natural resources they utilize for production systems. Risk is increasing in agricultural production systems, both in terms of economic and environmental issues.

II. Performance Goal(s)

Teach production and management skills that ensure sustainability, both economic and environmental, of production agriculture systems. These programs will specifically address agronomic, horticultural, and livestock production systems. These programs will also be used to help leverage additional funds/grants.

III. Key Program Component(s)

Program Description: Programs will focus on nutrient management, water quality, production and economic efficiency. These will include field days, educational meetings, demonstrations, and workshops.

IV. Internal and External Linkages

Internal: Extension and research staff and faculty, South Carolina State faculty

External: Farmers, Livestock and Commodity groups, NRCS, South Carolina DNR, DEHEC, Agriculture service industry, Farm Bureau, Farm Credit, Farm Services Agency, Agricultural Businesses, Environmental Action Groups, State Conservation Districts

VI. Target Audiences

Target audiences include: extension personnel, farmers, farm firms, agriculture businesses, limited resource farmers, city planners, county zoning boards, NRCS, Conservation districts, DEHEC, DN

VII. Evaluation Framework

Success of programming efforts will be evaluated through: 1) increased knowledge, 2) number adopting increased use of practices, 3) number of farmers trained, 4) farmer participation in a variety of activities, and 5) adoption of environmentally sound agricultural enterprises.

VIII. Output Indicators

Output indicators will include the following:

- 1) Number of activities/programs conducted
- 2) Number of people completing programs
- 3) Number reporting increased knowledge after completing programs
- 4) Knowledge-adoption of recommendations ratio

IX. Outcome Indicators

Outcome indicators will include the following:

- 1) Percent of participants adopting recommended practices
- 2) Percent of acres brought under recommended management practices
- 3) Percent of acres planted to new alternative crops
- 4) Percent of acres with animal wastes applied
- 5) Percent of acres with municipal/industrial wastes applied
- 6) Number of participants in the South Carolina Pride/Quest and other managed marketing programs
- 7) Number of participants adopting improved livestock health and reproduction programs

X. Program Duration

Short, Medium, and Intermediate Term

XI. Allocated Resources

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Federal	773,662				
State	3,962,142				
Local	249,726				
Total	4,985,531	5,110,169	5,237,923	5,368,871	5,503,093

FTEs	42.27				
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Initiative 404: Household and Structural Pest Control & Pesticide Training

I. Statement of the Issue

Problem/Situation: Changes in federal and state regulations and increased public environmental concerns, and concerns for human health have resulted in increased demands and expectations for maintaining, if not increasing, the quality of our total environment. Those in agriculture and forestry, as well as the industries and individuals involved in constructing and protecting our nation's residential housing, industrial and storage structures, require a better understanding of regulations and management practices designed to protect the natural environment as well as the commercial and residential physical environments and human health.

II. Performance Goals

The goal of this initiative is to increase the awareness and knowledge of a diverse clientele of safe and effective management practices that protect the natural and human altered and constructed environments. Specifically the focus will be on: 1) increasing clientele knowledge and implementation of safe pesticide application and responsibilities under pesticide regulations through Extension training and educational programs, 2) knowledge of structural design that is conducive to pest damage, 3) increase knowledge of wood destroying insect control alternatives, 4) increased awareness of integrated approaches to pest management practices in human environments, 5) increasing knowledge of building codes related to excessive structural moisture, and 6) increasing the awareness of their knowledge of structural moisture management practices.

III. Key Program Components

Programs will include: 1) training for clientele in the prevention and control of Excessive Moisture in Structures, 2) effective and safe pest control/management practices in human environments, 3) identification, prevention, and control of wood destroying insects, and 4) certification and recertification training and education of pesticide applicators.

IV. Internal and External Linkages:

Internal linkages: County Extension Agents, Extension specialists, researchers, Department of Pesticide Regulation, and selected others

External linkages: State and municipal building inspectors, private inspectors, SCDHEC, SC Pest Control Association, farmers and grower organizations, and others

V. Target Audiences

County Extension agents, Extension assistants, public and private building industry inspectors, builders and building industry contractors, building industry financial loaners, pest control operators, farmers and growers, pesticide applicators, and others

VI. Evaluation Framework

Success of programming efforts will be evaluated through: 1) number of activities and programs conducted, 2) number of participants completing educational programs, 3) number of participants reporting increasing knowledge, and 4) number of participants adopting or increasing use of practices.

VII. Output Indicators

Output indicators will include the following:

- 1) Number of activities/programs conducted
- 2) Number completing educational programs
- 3) Number reporting increased knowledge

VIII. Outcome Indicators:

Outcome indicators will include the following:

- 1) Percent of program participants reporting increased knowledge
- 2) Percent of participants reporting satisfaction with services provided (training, school, other)
- 3) Percent better prepared to comply with regulations (regulations affecting specific clientele)

IX. Program Duration

Short Term and Medium Term

X. Allocated Resources

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Federal	198,421				
State	1,016,168				
Local	64,047				
Total	1,278,635	1,310,601	1,343,366	1,376,950	1,411,374

FTEs	10.84				
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Initiative 405: Sustainable Forest Management and Environmental Enhancement

I. Statement of the Issue

Problem/Situation: Sustainable forest management and protection of ecosystems are critical to the economic and environmental well-being of the state of South Carolina. Forests cover two-thirds of the total land area of the state and provide resources for considerable economic activity. Annual value of forest products is nearly \$6 billion and the forest industry ranks fourth in total wages paid among all manufacturing segments in the state. While the economic aspect of forest productivity is extremely important, so are environmental concerns such as air and water quality, recreational resources, wildlife and protection of endangered species and the ecosystems that support them. With population growth, increased demand for production is seemingly at odds with preservation of environmental values. The challenge of providing increased wood and fiber production along with environmental quality will depend upon implementation of sustainable forest management practices by both private landowners and industry. Education and training will be necessary in order to develop a broad understanding of current problems and management options compatible with solutions.

II. Performance Goals

Teach sustainable forest management concepts and practices to private landowners and industry in order to broaden these practices on all forest lands. The focus on private landowners will be to: 1) Provide landowners with information on alternative silvicultural systems that are compatible with sustainable forestry and will meet a broad array of landowner objectives, 2) provide landowners with forest management training and utilize them as volunteers to promote sustainable management among their peers, and 3) provide programming on the economic and environmental significance of ecosystem restoration and preservation. The focus on industry will be to develop and conduct training programs that improve the professionalism of logging and other timber operations businesses, and that promotes sustainable forestry principles.

III. Key Program Components

Programs will emphasize: 1) educational efforts to develop landowner understanding of even-age and uneven-age pine management, mixed pine-hardwood management and natural regeneration systems. Formal training on these subjects will also be given to forestry consultants and professional foresters that manages forest lands for private landowners, 2) the economic and ecological significance of restoring and managing the longleaf pine ecosystem, 3) expansions of "A Master Tree Farmer" program both within South Carolina and the southeast region, and 4) logger education and training on "A Best Management Practice," and principles of sustainable forest management.

IV. Internal and External Linkages

Internal: Extension Faculty, teaching and research faculty

External: South Carolina Forestry Commission, South Carolina Forestry Association, Consulting foresters, Industry, landowners, and other cooperating universities in the southeast region

V. Target Audiences

The target audience includes: Nonindustrial private forest landowners, consulting foresters and other forest resource managers

VI. Evaluation Framework

Programming will be evaluated as a measure of: 1) increased knowledge, 2) adoption of recommended practices, 3) the increase in forest acreage utilizing recommended practices, and 4) increase in productivity resulting from adopted practices.

VII. The Output Indicators

Output indicators will include the following:

- 1) Number of activities and programs conducted
- 2) Number of landowners completing educational programs
- 3) Number of professional resource managers completing programs

VIII. Outcome Indicators

Outcome indicators will include the following:

- 1) Number of program participants reporting increased knowledge
- 2) Number of landowners that adopt program practices
- 3) Number of increased acres impacted by program practices
- 4) Number of dollars earned or saved through adoption of program practices

IX. Program Duration

Intermediate Term and Long Term

X. The Allocated Resources

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Federal	160,827				
State	823,643				
Local	51,913				
Total	1,036,383	1,062,292	1,088,849	1,116,070	1,143,972

FTEs	42.27				
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Goal 4 Summary: Projected Resources - 1999-2004					
	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Federal	1,607,829				
State	8,234,148				
Local	518,945				
Total	10,360,959	10,619,982	10,885,481	11,157,618	11,436,558
FTEs	87.85				

**Goal 5: To Enhance Economic Opportunities and the Quality of Life
Among Families and Communities**

Initiative 501: Family Resource Management

I. Statement of the Issue

Problem/Situation: South Carolina families at all income levels need educational information on managing their resources more effectively. Family resource management programs focus on decisions which place the greatest demands on family budgets--shelter, transportation, and consumer goods (i.e. food and clothing). Financial management education increases the economic stability of individuals and families. Textile and clothing programs support an increase in self-esteem and quality of life for youth through the development of textile and clothing projects enhancing basic life skills and creativity. Housing programs concentrate on helping people achieve family housing goals, including home ownership and improvement.

It is estimated that 70% of Americans live "paycheck to paycheck," courting disaster if their income were suddenly reduced or stopped.

Financial experts recommend that a family keep three to six months' income saved in an emergency fund.

The U.S. individual savings rate fell from 6% to 4.5% of disposable income between 1980 and 1990.

Reducing a family's debt load increases its financial stability and increases the resources it can obtain from disposable income.

Household debt, relative to after-tax income is 50% higher than 20 years ago and rose twice as fast as net worth during the 1980s.

Between 1981 and 1990 the percentage of Americans' disposable household income used for paying debts increased from 14.5% to 18.5%.

In 1997 there were 11,314 cases of bankruptcy in South Carolina.

II. Performance Goal(s):

- 1) To increase the capacity of families to enhance their own economic well-being,
- 2) to annually improve the financial status of families through financial management education programs, and
- 3) to provide opportunities for youth to participate in textile and clothing projects that will enhance self-esteem, basic life skills, and creativity.

III. Key Program Component(s):

Program Description: Programs in this initiative are focused around the **Money 2000** concept which is enhancing the economic capacity of our families, communities, state, and nation. The basic **Money 2000** personal financial management program is designed to increase the financial stability and economic well-being of South Carolinians through reduced household debt and increased saving. **Money 2000 for Youth** encourages youth to set and achieve financial goals and increase their consumer and financial literacy. **Money 2000 for Housing Goals** focuses on helping families set and achieve desired shelter goals. Objectives will include reducing debt or saving money in order to qualify for mortgages, housing repair and remodeling, or obtaining accessible housing. Textile and clothing projects will be made available that will enhance the self-esteem, basic life skills, and creativity of youth.

IV. Internal and External Linkages

Internal Linkages: Extension staff, faculty/specialists, EFNEP State Administrator, Area Coordinators, and South Carolina State University Cooperative Extension

External Linkages: Citizens - adult and youth limited resource families, small and minority farm families, Department of Social Services, Rutgers University, Cornell University, Virginia Tech, Michigan State University, University of Idaho, the U.S. Department of Agriculture Cooperative State Research, Education, and Extension Service, and the U.S. Securities and Exchange Commission are collaborating to create Basic Building Blocks of Successful Financial Management, an eleven-part home study course. The course is sponsored by Rutgers Cooperative Extension, New Brunswick, NJ, with cash and/or in-kind support from participating universities and federal agencies.

V. Target Audiences

A variety of programs will target the general public of adult and youth consumers, with specific program efforts directed toward home owners, potential home buyers, consumers with special needs, college students, and entrepreneurs.

VI. Evaluation Framework

In addition to the CUMIS data, a Microsoft Access software program is used to maintain a database and track **Money 2000** participants and their progress toward financial goal achievement. Yearly, a random sample of participants will be selected and a telephone survey will be conducted to document progress toward financial goal achievement in terms of total dollars saved and/or debt reduced.

VII. Output Indicators

Output indicators will include the following:

The Clemson University Management Information System (CUMIS) will provide the quantitative measures for the products and services provided in the following areas:

- 1) Number of programs conducted
- 2) Number of people completing programs
- 3) Program completion and increased knowledge ratio
- 4) Knowledge adoption of recommendations ratio

Specific indicators provided via the Money 2000 database include: a) number of participants who have saved money and/or reduced debt and b) total amounts of money saved and/or debts reduced

VIII. Outcome Indicators

Outcome indicators will include the following:

- 1) Number of activities and programs conducted
- 2) Number of participants reporting increased knowledge
- 3) Number of participants adopting or increasing use of practices
- 4) Number of people completing financial management education programs
- 5) Number of participants in the High School Financial Planning program
- 6) Number of participants in the Go for the Goal program
- 7) Number of participants in the Financial Fitness for Youth program
- 8) Number of participants in the Consumer Judging program
- 9) Number who reduced debt, repaired credit, or saved money for a down payment or closing costs
- 10) Number saving money for repair or remodeling costs
- 11) Number planning or saving money for accessible housing or special needs, such as office, disability
- 12) Number of consumers setting and attaining affordable housing goals--affordable alternatives, home buyer education
- 13) Number of volunteers working with youth
- 14) Number of youth participating in textile and clothing classes and/or workshops conducted by agents or volunteers

IX. Program Duration

Medium Term

X. Allocated Resources

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Federal	241,797				
State	1,238,312				
Local	78,048				
Total	1,558,158	1,597,112	1,637,040	1,677,966	1,719,915

FTEs	13.21				
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Initiative 502: 4-H Youth and Families

I. Statement of the Issue

Problem/Situation: South Carolina families and youth have basic life skills and developmental educational needs that can and should be addressed by educational programs offered by the Clemson University Cooperative Extension Service. The 4-H youth development programs offers a wide variety of programs and activities that can provide experiential learning opportunities for youth ages 5-19. Adults and family members can benefit from the youth's involvement in 4-H and may become involved as volunteers. Research in South Carolina has identified ten common family strengths in South Carolina families. Programs that enhance and help to develop these strengths are critical factors in the well being of families in South Carolina.

- There will be an estimated 979,500 children under age 18 by 2005.
- In 1995, it was reported that 57,000 children less than 18 live in poverty.
- South Carolina continues to produce more low birth weight babies.
- State juvenile violent crime has increased 220% since 1985.
- Teen birth rate has increased by 20% since 1985.
- Single parent families in South Carolina has increased by 15% since 1985

II. Performance Goals

- 1) To conduct educational programs to strengthen families and youth in South Carolina.
- 2) To provide materials and promote 4-H activities that strengthen and enrich life skill development of youth ages 5-19 years.

III. Key Program Components

Program Description: Programs, training and curriculum development in areas of Building Family Strengths will be conducted for Clemson Extension professionals, social service providers, counselors, teachers and other educators. 4-H programs, activities, and events will be conducted in support of the eight 4-H curriculum areas: 1) Communication and Expressive Arts, 2) Healthy Lifestyles, 3) Personal Development and Leadership, 4) Consumer and Family Science, 5) Plants and Animals, 6) Citizenship and Civic Education, 7) Environmental Education and Earth Science, and 8) Science and Technology. In addition, Teaching KATE (Kids About the Environment) is also a major program for youth.

IV. Internal and External Linkages

Internal: Extension staff, faculty, specialists, EFNEP staff, South Carolina State University Cooperative Extension, College of Health, Education and Human Development at Clemson Dropout Prevention Center

External: Citizens--youth and adult, Department of Social Services, Teen companions, Department of Juvenile Justice, Area Colleges, and Department of Education

V. Target Audiences

4-H youth and families in South Carolina and Cooperative Extension Staff

VI. Evaluation Framework

The Clemson University CUMIS system and the USDA-ES 237

VII. Output Indicators: From CUMIS

Output indicators include the following:

- 1) Number of programs/activities conducted
- 2) Number of people completing programs in the eight curriculum areas
- 3) Number reporting increased knowledge as a result of participation
- 4) Number adopting recommended practices
- 5) Number of volunteers in various 4-H and youth projects

VIII. Outcome Indicators: From CUMIS

Outcome indicators include the following:

- 1) Percent increase in knowledge gain
- 2) Percent adopting or practicing skills
- 3) Awards won in state and national 4-H programs

IX. Program Duration

Long Term

X. Allocated Resources

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Federal	896,674				
State	4,592,120				
Local	289,433				
Total	5,778,227	5,992,683	6,142,500	6,296,062	6,453,463

FTEs	48.99				
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Initiative 503 -Volunteer Management

II. Statement of the Issue

Problem/Situation: Encouraging people to become active in their community is a national, state and local priority. The Extension systems as a whole will develop a statewide management system to more effectively recruit, recognize, promote and value partners/cooperators to maximize benefits.

The training and utilization of lay volunteers to work with Extension agents in implementing educational projects have long been a goal and program emphasis of the Clemson University Cooperative Extension Service. Volunteers work in all program areas of the Cooperative Extension Service. The value of these volunteers may be classed into three main categories: the value of volunteers to the Cooperative Extension Service and the Land Grant University (Clemson), the value of volunteering to the individual volunteer, and the value of volunteers to the people of the state of South Carolina.

The value of volunteers to the Clemson University Cooperative Extension Service includes: 1) volunteers multiply Clemson University's efforts to disseminate research-based information to the citizens of the state, 2) volunteers are creative and innovative and can, in many cases, be more effective than the agent, and 3) volunteers also have a great value to Extension as a support group who can speak for Extension in public relations efforts.

The values of volunteering to the individual volunteer are: 1) personal development of the individual, 2) personal satisfaction and good feelings about working with others and seeing them develop, and 3) affiliation with others who share similar interests and goals.

The values of volunteers to the people of the state are: 1) the increased number of people who have access to research based information, 2) the equivalent savings of money as opposed to using paid employees to disseminate this information, and 3) more people get good unbiased information as opposed to hearsay and articles in popular magazines.

A survey of 192 Extension Agents in South Carolina was conducted this year (1997) with A 39% return. Projecting the results of this survey to the total Clemson University Cooperative Extension Service indicates 92% of Extension Agents work with volunteers. These 178 Extension staff work with 22,000 volunteers conducting or cooperating on 3,200 activities/programs. These volunteers are 70% white, 30% black, 81% adult, 19% youth, 41% male, and 59% female. It is estimated that these 22,000 volunteers give at least 232,000 hours to Extension reaching an additional 700,000 people. If the hours donated by these volunteers had been reimbursed at a wage equivalent to the work involved (calculated at a modest \$10.00 per hour based on national estimates), this time is valued at nearly 2 1/1 million dollars to South Carolina.

II. Performance Goal(s)

Utilizing effective volunteer management systems for working with volunteers is crucial to extending educational information to people and families to meet the challenges facing them and their communities. Specifically, the focus will be on: 1) training and utilizing effective management systems for collaboration with agents, partners and clientele, 2) outreaching to non-Extension personnel and establishing linkages with non-Extension agencies and groups, 3) marketing the value of volunteer programs in Extension and with non-Extension agencies and groups, and 4) improving the cooperative relationship with South Carolina Family and Community Leaders and its volunteer leadership through the utilization of effective volunteer management systems with this organization.

III. Key Program Component(s)

Program Description: Programs will include: 1) training agents and staff in the use of effective volunteer management systems, 2) training and establishing linkages with professional non-Extension personnel in other agencies and groups, 3) increasing promotion of volunteer opportunities and publicizing programs' successes within the Extension system, and 4) establishing, revitalizing, and/or improving the cooperative relationship with South Carolina Family and Community Leaders through effective volunteer programs to expand the scope of its membership and programming efforts.

IV. Internal and External Linkages

Internal Linkages: Extension and University faculty, specialists, staff, and county agents.

External linkages: Extension affiliated groups such as 4-H, SCFCL, Master Gardeners, community development groups, etc. as well as other agencies and groups working with volunteers. Direct linkages will be established with the Governor's Office on Volunteerism and the South Carolina Association for Volunteer Administrators.

V. Target Audiences

Target audiences include: staff, county Extension agents, partners, Extension volunteer groups and individuals, non-Extension agencies and groups, and the general public.

VI. Evaluation Framework

Success of programming efforts will be evaluated through: 1) number of activities and programs conducted, 2) number of participants completing educational programs, 3) number of participants reporting increased knowledge, 4) number of participants adopting

or increasing use of practices, 5) number of volunteers conducting programs with other groups, and 6) number of participants contacted by Extension volunteers.

VI. Output Indicators CUMIS data

Output indicators will include the following:

- 1) Number of programs/activities conducted
- 2) Number completing programs
- 3) Number reporting increased knowledge as a result of participation
- 4) Number adopting recommended practices

VII. Outcome Indicators

Outcome indicators will include the following:

- 1) Percent increase in volunteers utilized in Extension programming.
- 2) Percent increase in volunteers conducting programs with others.
- 3) Percent increase in people reached/contacted by program volunteers.

VIII. Program Duration

Long Term

IX. Allocated Resources

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Federal	322,322				
State	1,650,703				
Local	104,041				
Total	2,077,066	2,128,993	2,182,218	2,236,773	2,292,692

FTEs	17.61				
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Initiative 504: Community, Leadership, and Economic Development (CLED)

I. Statement of Issues

Problem/Situation: This project addresses the need for increased leadership training and development in South Carolina's rural, transitional, and inner city areas. Transitional areas include counties at the fringes of metropolitan sprawls where the transition from agricultural to residential and industrial uses is taking place. Rural areas and inner city neighborhoods are frequently overlooked, ignored, or isolated from the benefits of sustained economic development in other nearby regions of the state. These areas characterized by flux or deprivation often lack progressive leadership which can foster a sense of teamwork and regionalism to address the locale's economic and quality of life concerns effectively. Thinking is often dominated by turf related concerns and rigidity.

A major component of the initiative addresses Business Retention and Expansion needs in rural counties. The state is undergoing a major transformation from an agricultural and commodity-driven economy to a standard of living based on tourism, industrial expansion, and commercial development. Seventeen counties are classified by the state Department of Commerce as "Least Developed." Fifteen additional counties are considered as "Under Developed." These counties have large numbers of limited resource populations and many lie beyond easy commuting range to industrial areas. The BR&E approach to existing businesses in small towns meets a special need in rural areas. The probability of attracting a large international or national corporation to a remote location is low. The need is to keep existing industries and agribusiness enterprises satisfied and create an environment where expansion is a viable option. Many family and locally owned businesses in rural areas are experiencing increased competition from larger enterprises.

Public issues' education is tied to another important need at the county and regional level. A major need in the state is the formation and implementation of a countywide comprehensive plan which addresses utility infrastructure, land use, and environmentally compatible economic development. Public issues education and skilled facilitation of public meetings where conflicts often emerge among parties with different value systems and different objectives are an important need. As rural and transitional counties undergo the transformation from agricultural to industrial and commercial economies, the resolution of public issue disputes become most important.

II. Performance Goals

Objectives: A cross-section of local leaders is brought together to work on concerns at the county and regional level. Appropriate leadership training can create a "safe environment" where conflicting interests can be addressed constructively. A leadership development forum provides an opportunity where policies are addressed and action

plans are formed. Local official and unofficial leaders must become educated about leadership and team building skills and new planning approaches with citizen participation to address community issues, concerns, and policies through Task Group structures. A major option is the implementation of the BR&E program. This entails using participants from the leadership program to survey existing locally owned and managed businesses to determine needs and concerns related to retention and expansion. The interview process could identify key public issue concerns and potential conflicts before they become pervasive in the community or county.

III. Key Program Components

Program Description:

Palmetto Leadership and its derivative programs provide training on group process skills. Components include leadership and team building skills, communication, group facilitation, group decision making, conflict management, and problem solving skills. Technical strategic planning process skills include needs assessment, asset mapping, priority setting, tactical planning, public policy formation, program implementation. Substantive data include information on statistical county socioeconomic profiles, trend analysis, economic development, education improvement, local government, public safety, health care, land use planning, growth management, recreation, tourism, and community cultural features.

Business Retention and Expansion (BR&E) address small and locally owned or managed businesses. Much of the emphasis is on family owned business surveying and limited problem solving. The program activity includes: data collection, analysis of results, presentation of results, and facilitation of linkages to match business needs and resources located at public and private agencies from the local to the federal level.

Public Issue Education, through the Public Issues Management School, provides training on alternative dispute resolution approaches. Graduates qualify as Certified Facilitators. Extension must remain in the position of a neutral third party in public disputes involving land use, economic development, and environmental protection issues.

IV. Internal and External Linkages

Internal Linkages. The leadership program is operated through a departmental and extension service administration. Resources and interdisciplinary support are provided by staff and faculty in the Community and Economic Development Program at the Strom Thurmond Institute of Government and Public Affairs. Palmetto Leadership is a part of the Clemson University Public Service Activities special purpose unit, Economic and Community Development Initiative. Faculty in landscape architecture, accounting, secondary education, economics, applied economics, political science, sociology,

planning, recreation and tourism, agriculture, and a number of other disciplines contribute to the program and serve on a speaker's bureau.

External Linkages. Linkages and collaborative efforts with state and local agencies make a major contribution to the topical and substantive portions of the curriculum. Sponsorship of the program occurs with local chambers of commerce, economic development agencies, and businesses. Speakers represent state, regional, and local agencies engaged in strategic planning, economic development, and human services. Links include the S.C. Departments of Commerce, Natural Resources, Health and Environmental Control, and Agriculture; USDA-Rural Development, Natural Resources Conservation Service, US Forest Service; S.C. Downtown Development Association, SC Association of Counties, S.C. Municipal Association; Councils of Governments; Strom Thurmond Institute, County Councils, Municipal Councils, Chambers of Commerce, and County Economic Development Offices.

V. Target Audiences

Community leaders, neighborhood leaders, elected and appointed public officials, interested citizens, and representatives of public and private institutions make up the audience for the leadership programs. Audiences are selected by an advisory committee and follow Extension Service audience selection criteria in terms of race, gender, and geographic distribution. Specialized programs may be designed to focus on limited resource audiences.

The BR&E program targets small, family owned or managed businesses. Many of these business operators have less than 20 employees. Most are not able to leave their place of business to participate in educational programs, therefore, the service providers go on premises to interact with key personnel.

The public issues education program targets community leaders as well as interest groups in conflict, or citizens needing guidance with public policy formation objectives. Citizen interest groups often need to become educated on how public policy is formed and changed in a constructive and sustained manner.

VI. Evaluation Framework

Evaluation Plan: A curriculum outline is followed for each audience. Survey results are compiled for the needs assessment and distributed to participants. Participants engage in Task Groups to address issues. News releases and media announcements are tracked at the county level. News articles feature program participants' graduation and Task Group activities. Local elected leaders and their councils utilize information to show that cohesive leadership is a prerequisite for sustained economic development and quality of life.

1. Program participants will complete survey instruments requesting information on the following:
 - a. Leadership and team building knowledge and skills acquired
 - b. Involvement in Advisory or Task Group activity
 - c. Contribution to an action plan to address a community issue or concern
2. Community development agent will be surveyed regarding news articles and publicity regarding program outcomes
3. Statistical data (CUMIS) will be compiled to determine time commitment to program activity
4. BR&E subjects are surveyed to determine program results and changes
5. PIMS graduates will provide case study summaries regarding critical issues they facilitated in a public forum or on a one-to-one basis

VII. Output Indicators

Output indicators include the following:

1. Number of people completing leadership program
2. Number of community leaders who have gained knowledge and skills related to leadership development
3. Number of people completing leadership program who acquired knowledge and skills regarding community and economic development principles
4. Number of people completing leadership program who plan to participate in a Task Group to address a community issue or concern
5. Number of people completing leadership program who collaborate with others in the region to address an issue or concern
6. Number of people surveyed in the BR&E visitation (survey) program
7. Number of participants in the PIMS (Public Issues Management School)

VIII. Outcome Indicators

1. Leadership programs will graduate 200 persons per year
2. Fifty percent of leadership program participants will engage in Task Group activities to address community issues and concerns
3. Leadership program Task Groups will formulate formal action plans and policies
4. Two news releases per year will be prepared per leadership program offering (class) at the county level
5. One hundred BR&E participants will be surveyed per year
6. Ten successful linkages will be established per year among BR&E participants and resource agencies.
7. PIMS will graduate 20 participants (Certified Facilitators in Public Issue Management)

IX. Program Duration

Palmetto Leadership and its derivative youth and specialized leadership programs designed for special audiences at the community and neighborhood level has been in place for eleven years. The program is expected to continue for the next five years or more. The program curriculum and resource based is continuously updated in order to maintain its relevance. BR&E and PIMS have both been initiated in the past year and are expected to be continued for the next five years or more.

X. Allocated Resources

Leadership development staff includes one extension specialist, one extension associate, seven lead community development agents, and thirteen agents with a portion of planned time allocated to community development focusing on leadership and economic development activities.

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Federal	339,205				
State	1,737,166				
Local	109,490				
Total	2,185,862	2,240,508	2,296,521	2,353,934	2,412,782

FTEs	18.53				
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Goal 5 Summary: Projected Resources - 1999-2004					
	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Federal	1,799,998				
State	9,218,301				
Local	581,012				
Total	11,599,313	11,889,295	12,186,527	12,491,190	12,803,469
FTEs	98.34				

OVERALL PROJECTED RESOURCES BY GOALS - 1999-2003					
GOALS	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Goal 1	6,992,357	7,167,166	7,346,345	7,530,004	7,718,254
Goal 2	1,833,379	1,879,213	1,926,193	1,974,348	2,023,707
Goal 3	3,155,018	3,233,893	3,314,740	3,397,608	3,482,548
Goal 4	10,360,959	10,619,982	10,885,481	11,157,648	11,436,558
Goal 5	11,599,313	11,889,295	12,186,527	12,491,190	12,803,469
TOTAL	33,941,027	34,789,551	35,659,286	36,550,768	37,464,537

Stakeholder Input

Section 102(c) of the AREERA Act of 1998 requires that land grant institutions provide information related to stakeholder input. The Act specifies that information on 1) actions taken to seek stakeholder input that encourages their participation and 2) a statement of process used by institutions to identify individuals and groups who are stakeholders and to collect input from them.

At Clemson University, stakeholder input is a key to successful extension programs. Clemson has a long history and tradition of seeking stakeholder input into the plan of work process. The process involved in seeking stakeholder input has been already discussed in this report (refer to the POW process included in this document). However, in the following paragraphs, specifics of stakeholder input are discussed. These include: 1) identification of stakeholders--internal and external that should have input in the POW process, 2) process used in seeking stakeholder input, 3) POW questions for stakeholders, and 4) profile of external stakeholders.

1. Identification of Stakeholders--Internal and External:

Internal: Internal stakeholders include extension administrators, program administrators, county extension directors, extension agents, agent associations, specialists, faculty, department chairs, school directors, and faculty and administrators from Experiment Stations (Research).

External: Extension advisory boards, commodity groups, community leaders, human service providers, business/industry, and collaborators such as Farm Bureau, Chamber of Commerce, Farm Service Agencies, etc.

2 & 3. Process Used to Seek Stakeholder Input and Questions

Nominal group technique (NGT) was used to garner stakeholder input to the POW process. NGT is a process where groups of people come up with a large number of ideas in a relatively short period of time. NGT is helpful in identifying problems, exploring solutions and establishing priorities.

Several steps were involved in conducting the NGT. First, all of the 46 counties were asked to conduct a NGT in their respective counties. Second, instructions were provided to all county offices/county directors of the steps involved in conducting the NGT. Third, to assure diversity, emphasis was placed on to get a cross-section of people that represent the local community. Fourth, a set of rules and procedures were established for smooth conduct of NGT. Fifth, a series of questions were identified for stakeholders to respond. Questions included: 1) What are the five most critical issues facing your communities in the next five years? 2) Is

formed with Extension to address the issues or concerns? The responses to these questions were summarized by county, by cluster and by state as a whole. The sixteen initiatives and 70 projects are a result of this process which were later included in the strategic goals of Public Service and Agriculture (PSA) in South Carolina.

4. Profile of Stakeholders

Of all the external stakeholders, extension advisory boards play a significant role in the POW. Extension advisory board members constantly provide input to Cooperative Extension in South Carolina. A profile of advisory board members would help address the diversity issue. Of the 237 advisory board members who provided input, 48% were male, 52% female; 81% Caucasian, 15% African-American, and 4% other. Regarding age, 5% were less than 35 years of age, 46% between ages 36 and 55 years, and 49% more than 55 years. Eighty-four percent were married and living with a partner. Regarding education, 15% had completed high school, 18% some college, 35% were college graduates, while the remaining 32% held masters or professional degrees.

A study conducted by Dukes (1999) on the Expectations of Public Service at Land Grant Institutions for the 21st Century by traditional and non-traditional audiences in South Carolina found that important issues facing communities in South Carolina are: 1) growth and population, environment, community and economic development, agriculture productivity, family issues, and food, health and nutrition.

Program Review Process: Merit Review

The AREERA Act of 1998 stipulates that land-grant institutions establish a process for merit review to receive extension formula funds. A Merit Assessment Committee is being established at Clemson University as per the requirements of the AREERA Act. The purpose of this committee is to review extension program plans and make necessary or needed recommendations to implement them. The composition of the 15 member Merit Assessment Committee is as follows:

- Five specialists/initiative chairs representing each of the five PSA/GPRA goals
- Two assistant directors/school directors
- Five extension personnel from counties representing the five program areas
- Three from county action, program, and advisory committees

The Director of Cooperative Extension Service at Clemson University serves as the committee chair. Initial appointments to the committee will be for a three-year period. The committee will meet two times a year to review programs.

Three evaluation criteria are being used to establish the merit review process for extension programs. These include relevance, capacity, and impact. Relevance refers to the appropriateness/applicability of programs to address the critical issues facing South Carolina. Capacity is the ability of extension professionals to develop, implement, and evaluate extension programs. Impact refers to the effectiveness of extension programs in accomplishing the goals. Each initiative/project was assessed against these three criteria. A brief description of each of the criteria and the corresponding weightage given to each in the total merit review process is given below:

Relevance (40%)

- Is this an innovative extension program dealing with critical issues and concerns facing South Carolina, region and nation?
- Have stakeholders and other groups identified this program as being important to the state?
- Are program components based on recent, up-to-date research-based information?
- Does the program address the strategic goals of Clemson PSA?
- What are other states or land-grant universities doing relative to this extension program?

- Is this extension program unique to Clemson University or South Carolina?
- Does the program have stakeholder input?

Capacity (40%)

- Is there sufficient expertise--specialists and agents-- to implement the program?
- Are facilities in terms of space, equipment, and other resources available?
- Are there enough educational materials available?
- Is the curriculum for the existing program available? or should a new curriculum be developed? or can curricula from other states be used?
- Are there resources, both human and financial, to assess program outcomes and impact?
- Is there support and commitment from administrative and other stakeholders?
- Is there sufficient staff support (clerical, technical, and other) available for this program?

Impact (20%)

- Will the program bring about desirable behavior changes in the participants?
- Will the program increase participant's knowledge, skills, attitudes, and aspirations to bring about practice change?
- What economic, social and other impacts will the program have on the participants?
- Are people better off as a result of participating in Extension programs?
- Will society use the programs to address critical issues facing individuals and communities?
- Does program results help bring about policy changes?

Multi-State Extension Initiatives

Extension faculty and staff were involved in the following Multi-state initiatives.

1. Virtual Small Fruit Center
2. Regional Forestry Position
3. Regional Water Quality Position (EPA)
4. Orchard Floor Management

In the following paragraphs, the purpose/goals, cooperating states, and financial commitment for each of the initiatives are presented.

1. Virtual Small Fruit Center

Purpose and Goals: The purpose is to foster interdepartmental, interdisciplinary and inter-campus communication and collaboration related to small fruit crops in the south eastern region, and to create more visible and active focal point for stakeholders within and outside the university for research, extension and outreach activities related to small fruit production, handling, processing, marketing and consumption.

Cooperating States: Clemson University, SC
North Carolina State University, NC
University of Georgia, GA

Financial Commitment: FTEs - 0.3; 33.3% of the total budget (\$104,091)

2. Regional Forestry Position

Purpose and Goals: To increase coordination and expansion of forestry educational programs in the region through sharing skills, expertise and resources of the cooperating organizations by establishing a Regional Extension Forester position.

Cooperating States:

Alabama	Kentucky	North Carolina	Tennessee
Arkansas	Louisiana	Oklahoma	Texas
Florida	Mississippi	South Carolina	Virginia

Financial Commitment: FTEs - .08; \$4,500 for each participating state

3. Regional Water Quality Position

Purpose and Goals: To strengthen coordination and cooperation among EPA, state environmental agencies, USDA-CSREES, Cooperative Extension in the eight states in the

region. In addition, it will identify and provide related extension educational materials to EPA and others as appropriate and communicate research, and other education needs of extension audiences to EPA and other appropriate organizations.

Cooperating States: Alabama Florida Georgia Kentucky
Mississippi North Carolina South Carolina Tennessee

Financial Commitment: FTEs - 0.12; \$4,750

4. Orchard Floor Management

Purpose and Goals: To provide overall direction and leadership in orchard and vineyard floor management in North Carolina, South Carolina, and Georgia. Specific goals include:

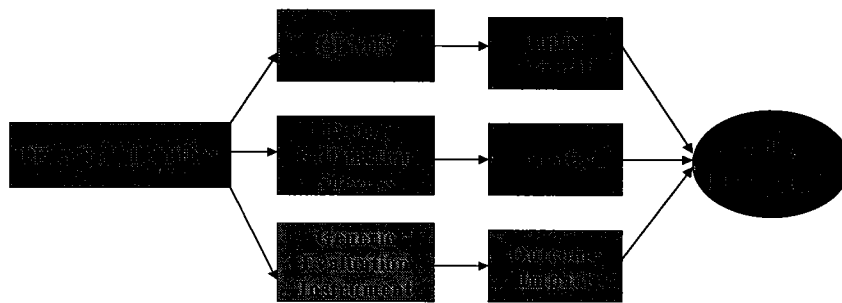
1) evaluating orchard and vineyard floor management programs, 2) provide support to county extension faculty by writing appropriate extension publications, participating in field days, on-farm demonstrations, and inservice training.

Cooperating States: North Carolina, South Carolina, and Georgia

Financial Management: 1/3 FTEs and a yearly budget of \$14,000 for each state. The combined total is 1.00 FTE and \$42,000.

Evaluation Framework

A three-prong evaluation framework has been designed to assess the effectiveness and impact of extension programs (Figure 1). The three components of this framework are: 1) Clemson University Management Information System (CUMIS), 2) Customer Satisfaction Surveys (CSS), and 3) Generic Evaluation Instrument (GEI). This evaluation framework is being used for all Extension programs included in the POW. A brief discussion of each of the components is presented in the following paragraphs.



EVALUATION FRAMEWORK

Component 1: CUMIS

The Clemson University Management Information System (CUMIS) is a web based reporting system. Any individual who has 20% or more Extension appointment will report his/her activities to the system. As indicated earlier, Extension programs are focused around the five strategic goals of PSA. Within these goals, there are initiatives that address broad issues related to the goals. Within initiatives, there are projects, which addresses specific issues respective to each initiative. The new POW has 15 initiatives and 70 projects under five goals of PSA and GPRA.

The CUMIS system provides data relative to time spent, contacts made by gender, race and limited resource, number of programs/activities conducted, number completing programs, number increasing knowledge, number adopting practices and six other indicators specific to each project. In addition, narrative stories are also included.

Component 2: Customer Satisfaction Surveys

A customer satisfaction survey (CSS) has been developed and being currently pilot tested in the counties. The major purpose of the CSS is to assess the quality of services provided by Extension staff in the 46 counties of the state. Specifically, it measures customer's satisfaction with information obtained from calling or visiting the Extension office. The goal of CSS is to help county staff find ways to improve program quality, information delivery, and more importantly, to assist in the accountability process.

Each county will randomly select 50 individuals who have received Extension services or information. For purposes of accuracy and ease, two categories of participation were identified. These include: 1) office visits and 2) planned programs. Once the 50 individuals are identified, a team of agents/staff will call these 50 individuals and collect data relative to the four indicators --1) up-to-date, useful, relevant and easy to understand information, 2) the extent to which recipients had the opportunity to use the information, 3) the extent to which they have shared the information with others, and 4) the extent to which they are satisfied with the services provided by Extension.

Component 3: Generic Evaluation Instrument

A generic evaluation instrument (GEI) has been developed to collect information to assess impact of select Extension educational programs on individuals who had participated in Extension programs in all the 46 counties. Impact will be assessed through: 1) knowledge gained, 2) behavior change, 3) adoption of practice, and 4) economic gain through generation of income or savings as a result of participation and using Extension information and services. Bennett's hierarchy of Extension programming will be used as a guideline to assess program impact (see Figure 2. Bennett's Hierarchy of Extension Programming). Two programs/projects in each of the five PSA goals will be randomly selected for each county. In all, 460 (2x5x46) programs/projects will be selected for gathering information on GEI. Once the selection of programs/projects is completed, a list of participants in those programs/projects will be identified. Then, a random sample (depending on total number of participants) of participants will be selected. The GEI will be administered via telephone. Data thus collected will be analyzed to assess impact. Data from CSS and CUMIS reports will also be used to assess impact. (See Figure 2. Bennett's Hierarchy of Changes)

Bennett's Hierarchy of Change

