

CSREES STATE PLAN OF WORK

Texas Agricultural Extension Service
The Texas A&M University System

Federal Fiscal Years
2000 to 2004

Introduction:

The Texas Agricultural Extension Service is headquartered in College Station, Texas and is a component of the Texas A&M University System Agriculture Program.

This Plan of Work is a comprehensive statement of the Texas Agricultural Extension Service's intended extension educational programs for the next five years, as required by the Agricultural Research, Extension, and Education Reform Act of 1998 (AREERA), and as interpreted by the USDA's **Guidelines for Land Grant Institution Plan of Work**. This Plan is based on the current strategic plan of the Texas Agricultural Extension Service.

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Planned Programs:

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1862 Extension	Program 1	Program 2	Program 3 Program 4 Program 5	Program 6	Program 7 Program 8 Program 9 Program 10 Program 11

National Goal 1: An Agricultural System that is Highly Competitive in the Global Economy

Program 1: Risk Management This Program equates to the Texas Agricultural Extension Service Agency Strategic Plan (FY98-FY03) Goal 3 Economic Competitiveness, Viability, and Stability for Texans

Issues: An increasingly global market place and a Farm Bill which allows more flexibility in production decisions while lowering the safety net exposes production agriculture and agribusiness to increased price and income risk. Managing this increased risk will be key to the future economic competitiveness and success of production agriculture and agribusiness firms in Texas. Recent weather problems have raised questions as to the economic viability of many Texas farming and ranching operations. Over the longer term, producers are faced with expanding production and marketing alternatives which must be evaluated relative to their risk exposure for the business.

Performance Goals:

Objective A.1. To assist farmers and ranchers in understanding, assessing, and managing the risk in their businesses.

Performance Goal A.1: To annually improve the risk management ability of farmers and ranchers through risk management education programs implemented in which CSREES partners and cooperators plan an active research, education, or extension role.

Strategy A. Educational programs, newsletters, exhibits, computerized decision support systems (FARM Assistance), fact sheets and curriculum guides, activities, and news articles, based on research-based principles of risk reduction will be provided statewide.

Output Indicators

- A.1.a Number of people completing non-formal risk management education programs.
- A.1.b The total number of people completing non-formal risk management education programs who plan to adopt one or more risk management tools or strategies after completing these programs.

Outcome Indicators

A.1c The total number of people completing non-formal risk management education programs who actually adopt one or more risk management tools or strategies after completing these programs.

Key Program Components: Education Programs will focus on producer education and one-on-one assistance. Producer education will be accomplished by training Master Marketers through 64 hours of intensive training in all areas of risk management. These Master Marketer graduates become marketing club leaders in their respective counties who in turn teach other area producers about risk management. To assist the marketing club leaders, a curriculum guide is being developed in cooperation with Kansas State University containing an extensive set of risk management educational leaflets, curriculum guides, and teaching overheads. One-on-one producer assistance will be facilitated through the FARM Assistance decision support system. A risk management specialist will work individually with producers to develop strategic plans incorporating risk for their operation. Producers completing a FARM Assistance analysis agree to have their production, cost, and financial information put in a confidential database for use in conjunction with other producers of similar size and scope to use in research and extension programs for the greater public.

Internal and External Linkages: Partnerships with CSREES and Kansas State University.

Target Audiences: We will be focusing on commercial size farms and ranches in Texas. The producer database will be used to assist traditionally underserved sectors, such as rural poor. Care will be given to meet the needs of the geographically disadvantaged.

Program Duration: This program will continue for the five year life of this plan. Currently state funding is assured through FY 2001.

Allocated Resources: (\$ x 1000; [SY=units])

Current FFY 1999	FFY 2000	FFY 2001	FFY 2002	FFY 2003	FFY 2004
1,300	1,700	1,700	1,700	1,700	1,700
32.5	38.5	38.5	38.5	38.5	38.5

Total Allocated Resources National Goal 1 (\$ x 1000; [SY=units])

Current FFY 1999	FFY 2000	FFY 2001	FFY 2002	FFY 2003	FFY 2004
7,070	7,188	7,188	7,188	7,188	7,188
352.1	358.1	358.1	358.1	358.1	358.1

National Goal 2: To Provide a Safe and Secure Food and Fiber System

Program 2: Food Protection Management. This program equates to the TAEX Agency Strategic Plan (FY98-FY03) Goal 1: Improving Health, Safety, Productivity and Well-Being of all Texans. This program relates to the CSREES Goal 2, Objective 2.2 and Performance Goal 2.2.2.

Issue: Over 6,000,000 cases of foodborne illness are estimated to occur each year, with 9100 deaths. Health officials currently estimate that 880,000 Texans become sick each year from eating contaminated food. More vulnerable populations for foodborne illness include the very young, the elderly, and immunocompromised individuals. There are more than 80,000 food service establishments in Texas, with over 500,000 workers. If these workers were reached with safe food handling education, the cost of a foodborne illness would seem to indicate the relative value of training, as is accomplished by the TAEX Food Protection Management Program. In Texas alone, the medical costs and lost productivity from foodborne illnesses carries a price tag ranging from \$164 million to \$188 million annually.

Objective (National 2.2): To improve food safety by controlling or eliminating foodborne risks.

Performance Goal 2.2.2: To annually increase consumer awareness, understanding, and information regarding food safety and foodborne risks and illnesses in which CSREES partners and cooperators play an active research, education, or extension role.

Strategy A. Educational training programs on safe food handling and foodborne illness will be conducted by county Extension agents using the ServSafe curriculum of the Educational Foundation of the National Restaurant Association. The programs will include food service manager certification and recertification programs, and front-line employee programs. Basic training and update instructor training will be provided or facilitated for those county Extension agents who choose

to participate in the program.

Output Indicators (Relates to National Indicator 2.2.d: The total number of individuals completing food handler certification programs conducted by CSREES partners and cooperators on an annual basis.)

- Number of Food Protection Management food service manager certification training programs conducted in counties
- Number of food service manager recertification programs conducted in counties
- Number of front-line and occasional quantity cook educational programs conducted
- Number of food service managers and number of food service employees completing manager training or participating in employee training
- Number of trained county Extension agents achieving or maintaining update instructor status for Food Protection Management
- Input of FTEs from both trained county Extension agents and state specialist staff

Outcome Indicators

- Number of food service establishments with managers or employees trained through the TAEX FPM program who are adopting and using the following recommended safe food handling practices:
 - Using thermometers and other control measures to adequately monitor temperatures of foods (cooking and reheating, thawing foods, holding of foods for service and cooling large quantities of foods)
 - Training and encouraging employees to use proper handwashing procedures
 - Adopting practices to prevent cross-contamination
 - Using proper cleaning and sanitizing procedures for equipment, utensils and food preparation surfaces
 - Adequately labeling foods upon receipt and during storage

Key Program Components: Educational lessons and activities in the Food Protection Management program will focus on the following components:

- Enhanced use of temperature control measures in food service food handling
 - thermometer use
 - time and temperature control
 - safe internal cooking and holding temperatures
 - thawing procedures

- general storage temperatures
- Increased adoption of proper hygiene and handwashing practices
 - proper handwashing procedures
 - washing hands at times needed for safety
- Increased adoption of practices to avoid cross-contamination
 - Proper storage
 - Washing and sanitizing of utensils and equipment between use
 - Employee hygiene practices
- Increased adoption of receipt and labeling of foods to prevent food waste and spoilage

Internal and External Linkages: Partnerships and cooperative relationships will be established or maintained with the academic and research faculties, the private sector including the National Restaurant Association and corporate industries such as fast food chains and food distributors requiring training, interagency cooperators including Texas Department of Health and local public health jurisdictions, and trade organizations such as the restaurant and convenience store associations.

Target Audiences: Special attention will focus on food service institutions, companies and small “mom and pop” businesses, including their managers and front-line employees who need or desire training. These contacts will include those in both urban and in the underserved rural areas of the state where public health oversight is limited. Care will be given to meet the needs of the geographically disadvantaged.

Program Duration: This program of approximately 120 counties programs will continue for the five year life of this plan, with variations and adjustments as appropriate.

Allocated Resources: (\$ x 1000; [SY=units])

Current FFY 1999	FFY 2000	FFY 2001	FFY 2002	FFY 2003	FFY 2004
787	800	800	800	800	800
39.2	39.2	39.2	39.2	39.2	39.2

Total Allocated Resources National Goal 2 (\$ x 1000; [SY=units])

Current FFY 1999	FFY 2000	FFY 2001	FFY 2002	FFY 2003	FFY 2004
1,190	1,210	1,210	1,210	1,210	1,210
59.4	59.4	59.4	59.4	59.4	59.4

National Goal 3: To achieve a healthier, more well-nourished population.

Program 3: General Health Education

This program equates to the Texas Agricultural Extension Service Agency Strategic Plan FY 98-03) Goal 1: Promote individual responsibility for improving health, safety, productivity, and well-being. This program relates to the CSREES Goal 3, Objective 3.2, and Performance Goal 3.2.2.

Issue(s): Texas Communities Futures Forum sessions throughout the state indicate a high concern for adult and youth health.

Objective 3.2: To promote health, safety and access to quality health care.

Performance Goal 3.2.2: To annually improve individual and family health status through non-formal health education and promotion programs in which CSREES partners and cooperators play an active research, education, or extension role.

Strategy A. Educational programs, newsletters, exhibits, pamphlets, fact sheets, activities, and news articles, based on research-based principles of risk reduction and illness prevention will be provided statewide.

Output Indicators

3.2.2a Number of people completing non-formal education programs on health promotion.

3.2.2b The total number of people completing non-formal education programs on health promotion who plan to adopt one or more recommended practices after completing one or more of these programs.

Outcome Indicators.

3.2.2c The total number of people completing non-formal education programs on health promotion who actually adopt one or more recommended practices within six months after completing one or more of these programs.

Key Program Component(s): Educational programs will focus on:

- * common acute and chronic health problems throughout lifespan
- * lifestyle behaviors linked to identified health problems
 - * improving lifestyle behaviors linked to health problems like physical activity, reduced tobacco use, increased use of sunscreens, etc.
- * reducing barriers to changes
- * strategies to maintain changes
 - * appropriate self-management of common acute and chronic health problems
 - * knowing when to seek professional assistance for acute and chronic health problems
 - * strategies to maximize effectiveness of contacts with health professionals

Internal and External Linkages: Partnerships with Texas A & M Health Sciences Center School of Rural Public Health, Texas Cancer Council, American Cancer Society, American Heart Association, American Diabetes Association, Texas Department of Health, Area Health Education Centers, Health Education Training Centers Alliance of Texas, Texas Association of Counties, local health institutions and service providers, CSREES, and other universities, cooperative extension specialists and agents, local, state and federal agencies, and other private sector partners, as appropriate.

Target Audiences: Youth and adults at all stages of the life cycle across the state of Texas. Community groups such as work sites, schools, churches, civic clubs, 4-H, public housing residents, and Women, Infants, and Children clinics.

Program Duration: This program will continue for the five year life of this plan

Allocated Resources: (\$ x 1000; [SY=units])

Current FFY 1999	FFY 2000	FFY 2001	FFY 2002	FFY 2003	FFY 2004
351	357	357	357	357	357
17.5	17.5	17.5	17.5	17.5	17.5

PROGRAM 4: Extension Diabetes Programming in Texas

This program relates to the TAEX Agency Strategic Plan (FY98-03) Goal 1: Health, Well Being and Productivity of all Texans. This program relates to the CSREES Goal 3, Objective(s) 3.1 and 3.2 and Performance Goal(s) 3.1.2 and 3.2.2.

Issue: Diabetes, a significant problem affecting 930,000 Texans, costs the State an estimated \$1,275,000,000.00/year as result of long term illness and complications. Failure to control blood glucose levels to prevent long term complications results in increased health care costs, increased loss of time from work due to illness, poor health status leading to decreased quality of life. Education is the single most important thing persons with diabetes can do to improve their blood glucose levels preventing the onset of complications. Additional benefits possible might be that health care insurance costs could decrease by controlled blood glucose levels through proper nutritional management and increased exercise resulting in fewer chronic complications, less time lost from work due to better nutrition and health management, and reduction in long term illness health costs.

Objective

National 3.1: To optimize the health of consumers by improving the quality of diets, the quality of food, and the number of food choices.

National 3.2: To promote health, safety and access to quality health care.

Performance Goal

National 3.1.2: To annually reduce health risk factors through non-formal educational programs to improve dietary habits and physical exercise practices in which CSREES partners and cooperators play an active research, education or extension role on health sciences and health promotion.

National 3.2.2: To annually improve individual and family health status through non-formal health education and promotion programs in which CSREES partners and cooperators play an active research, education, or Extension role.

Strategy A. Educational programs and activities will be conducted by county Extension agents building collaborations, internal and external partners as team members.

Output Indicators (Relates to national indicator 3.1.2a - Number of people completing non-formal nutrition education programs on better management of health risk factors and national indicator 3.2.2a - Number of people completing non-formal education programs on health promotion.)

- ◆ Number of programs (seminars, workshops, support groups, short courses)
- ◆ Number of people completing programs
- ◆ Number of mass media outlets
- ◆ Number of written educational materials (diabetes short course, diabetes mailout series, diabetes section in Special Food Needs Manuals, diabetes overheads and slides)
- ◆ Number of diabetes training efforts of peer educators
- ◆ Number of diabetes training efforts for health professionals

Outcome Indicators (Relates to national indicator 3.1.2c)

- ◆ Number of individuals decreasing fat
- ◆ Number of individuals decreasing sugar
- ◆ Number of individuals increasing complex carbohydrates
- ◆ Number of individuals monitoring blood glucose levels as recommended
- ◆ Number of individuals exercising

Key Program Components: Educational lessons and activities in the Extension Diabetes Programming will focus on the following components:

- ◆ Living with Diabetes Mellitus (incidence, complications, prognosis, treatment)
- ◆ Nutritional Meal Planning for Diabetes including USDA Food Guide Pyramid, ADA First Steps to Meal Planning, and ADA Exchange Lists for Meal Planning
- ◆ Persons with Diabetes Learn Portion Control, Food Labels for Ingredients and Non-Nutritive and Nutritive Sweeteners
- ◆ Eating Out, Mixed Dishes and Helpful Hints
- ◆ Health care; daily activities or exercises,; skin, eyes, dental and foot care for the person with diabetes
- ◆ Diabetes emergencies and illness
- ◆ Precautions for Travel
- ◆ Diabetes Resource Listing including Health Resources, Organizations, Pharmaceutical Companies for Supplies, Website Addresses

Internal and External Linkages: Partnerships and cooperative relationships will be established or maintained with the following persons, agencies, organizations, etc.:

- ◆ **Internal:** Family Development and Resource Management, School of Rural Public Health (HERO), Texas A&M University health education, physicians (Piziak), program evaluation specialists, administrators, other specialists, county Extension agents in Family and Consumer Sciences
- ◆ **External:** American Diabetes Association, Members of American Association of

Diabetes Educators and American Dietetic Association, Texas Diabetes Council Members (Dr. M. Alen) of Texas Department of Health, Texas Diabetes Institute Director of Education (B. Walz, CDE, RN) and nutritionists (S. Anderson, RD), National Center for Farm Worker’s Health, local hospitals, medical centers, colleges, universities throughout the State

Target Audience: Persons with diabetes, family members, ethnic groups with high incidence of diabetes (Hispanics, African-Americans).

Program Duration: This program of approximately 75 county programs will continue for the five year life of this plan.

Allocated Resources: (\$ x 1000; [SY=units])

Current FFY 1999	FFY 2000	FFY 2001	FFY 2002	FFY 2003	FFY 2004
466	474	474	474	474	474
23.2	23.2	23.2	23.2	23.2	23.2

Program 5: Better Living for Texans

This Program equates to the TAEX Agency Strategic Plan (FY98-FY03) Goal 1: Health, Well-Being and Productivity of all Texans. This program relates to the CSREES Goal 3, Objective 3.1, and Performance Goal 3.1.3.

Issue: Limited resource families need the education to be able to better utilize limited food purchasing resources (including food stamps) for acquiring more nutritious diets for families, youth and individuals, resulting in better health. Food insecurity leads to a number of health consequences including increased risk for malnourishment for youth as approximately 350,000 children in Texas go hungry each day. In addition, elderly who are malnourished face higher medical costs and longer hospital stays, adding to public medical assistance costs.

Objective (National 3.1) To optimize the health of consumers by improving the quality of diets, the quality of food and the number of food choices.

Performance Goal 3.1.3: To annually increase consumer awareness, understanding and information on dietary guidance and appropriate nutrition practices in which CSREES partners and cooperators play an active research, education or extension role.

Strategy A. Educational programs and activities will be conducted by county Extension agents and program assistants.

Output Measures (National 3.1.3a)

- Number of programs (educational sessions, lesson, activities, etc) conducted
- Number of people completing educational programs
- Number of mass media outlets
- Number of people exposed to media education
- Number of written educational handouts, newsletters, etc.
- Number of people receiving written information

Outcome Measures (Indicators)(National 3.1.3c)

- Number of limited resource individuals who are able to provide to themselves and family members a variety of food for a healthy diet using the Food Guide Pyramid and the Dietary Guidelines as guides.
- Number of limited resource individuals who are better able to manage food purchasing resources to have food available through the end of the month without seeking emergency assistance such as food banks.
- Number of limited resource individuals who are able to select, prepare and handle foods for themselves and family members to reduce nutrition related health risk factors.

Key Program Components: Educational lessons and activities in the Better Living for Texans program will focus on the following components:

- improving basic nutrition of individuals and family members using guidance from the Food Guide Pyramid and the Dietary Guidelines
- improving basic food shopping skills and practices (food economics)
- improving food purchasing, storage and preparation techniques to prevent food spoilage and loss
- improving food selection and preparation to meet special health-related dietary needs

Internal and External Linkages: Partnerships and cooperative relationships will be established or maintained with the following:

Internal linkages:

TAEX Horticulture specialists

TAEX Food and Nutrition specialists

TAEX Family Development & Resource Management specialists

External linkages - Agency

Texas Department of Human Services (Special Supplemental Food

Program for Women, Infants, and Children program)
 USDA's Food and Nutrition service (funders)

External linkages - Community programs

- Food banks/pantries
- Churches
- Community centers
- Congregate meal sites
- Habitat for Humanity

Target Audience: Limited resource individuals, youth and families, including those receiving or eligible for food stamp assistance. Special attention will be devoted to traditionally underserved sectors including the large Hispanic population of the state.

Program Duration: This program of approximately 165 county programs will continue for the five year life of this plan, provided funding still available.

Allocated Resources: (\$ x 1000; [SY=units])

Current FFY 1999	FFY 2000	FFY 2001	FFY 2002	FFY 2003	FFY 2004
466	474	474	474	474	474
23.2	23.2	23.2	23.2	23.2	23.2

Total Allocated Resources National Goal 3 (\$ x 1000; [SY=units])

Current FFY 1999	FFY 2000	FFY 2001	FFY 2002	FFY 2003	FFY 2004
1,398	1,422	1,422	1,422	1,422	1,422
69.6	69.6	69.6	69.6	69.6	69.6

National Goal 4: To achieve greater harmony (balance) between agriculture (production activities) and (stewardship and protection of) the environment.

PROGRAM 6: Water Quality and Quantity Management. This program equates to the

TAEX Agency Strategic Plan (FY98-FY03) Goal 02: To educate citizens to improve their stewardship of the environment and Texas' natural resources. This program relates to the CSREES Goal 4, Objective 4.1, 4.2, and 4.3 and Performance Goals 4.1.2, 4.1.3, 4.2.1, 4.3.1 and 4.3.2.

Issue: Texas' natural resources are a vital component for success in agricultural production systems. These resources are also very valuable to our municipal and industrial systems. The Texas Community Futures Forum has identified water quality and quantity as a vital issue across the State. Implementation of effective educational programming will enhance and protect these natural resources.

Objective (National) 4.1: To develop, transfer, and promote the adoption of efficient and sustainable agricultural, forestry, and other resource conservation policies, programs, technologies, and practices that ensure ecosystems integrity and biodiversity.

Performance Goal 4.1.2: To annually increase the research and knowledge-base available from CSREES partners and cooperators on environmental sciences and agriculture, including conserving, maintaining, and protecting ecosystem integrity and biodiversity.

Output Indicators

Indicator 4.1.2b: The total number of other refereed and peer reviewed materials (refereed and peer reviewed conference papers, books, book chapters, reports, studies, and other materials) on environmental sciences and related topics.

Performance Goal 4.1.3: to annually increase agricultural producer awareness, understanding, and information regarding the adoption of agricultural production practices that sustain and/or protect ecosystem integrity and biodiversity in which CSREES partners and cooperators play an active research, education, and extension role.

Output Indicators

Indicator 4.1.3a: The total number of people completing non-formal education programs on sustaining and protecting ecosystem integrity and biodiversity while improving the productivity of the U.S. agricultural production system.

Outcome Indicator

Indicator 4.1.3c: The total number of people completing non-formal education programs on sustaining and/or protecting ecosystem biodiversity while improving the productivity of the U.S. agricultural production system who actually adopt one or more recommended practices within six months after completing one or more of these programs.

Objective (National) 4.2: To develop, transfer, and promote adoption of efficient and sustainable agricultural, forestry, and other resource policies, programs, technologies, and practices that protect, sustain, and enhance water, soil and air resources.

Performance Goal 4.2.1: To annually increase producer adoption of agricultural production practices that conserve and/or protect surface and groundwater supplies on or adjacent to agricultural production sites or land uses.

Output Indicators

Indicator 4.2.1a: The total number of people completing non-formal education programs on sustaining and/or protecting the quantity and quality of surface water and ground water supplies.

Indicator 4.2.1b: The total number of people completing non-formal education programs on water quantity and water quality who plan to adopt one or more water management practices after completing one or more of these programs.

Outcome Indicators

Indicator 4.2.1c: The total number of people completing non-formal education programs on water quantity and water quality who actually adopt one or more water management practices within six months after completing one or mor of these programs.

Indicator 4.2.1d: The percentage of assessed waters rivers, lakes, and estuaries not supporting designated uses (on a biennial basis).

Indicator 4.2.1e: The percentage of assessed waters rivers, lakes, and estuaries)

impaired by nutrients, organic enrichment, pathogens, and pesticides (on a biennial basis).

Objective (National) 4.3: To improve decision-making on public policies related to agriculture and the environment.

Performance Goal 4.3.1: To annually increase the research and knowledge-base available from CSREES partners and cooperators on public policy issues affecting agricultural production, the environment, and ecosystem integrity and biodiversity.

Performance Goal 4.3.2: To annually increase the effectiveness of constituent and citizen participation on public policy issues affecting agricultural production, the environment, and ecosystem integrity and biodiversity.

Output Indicators

Indicator 4.3.2a: The total number of people completing non-formal educational programs on public policy issues affecting agricultural production and ecosystem integrity and biodiversity.

Indicator 4.3.2b: The total number of people completing non-formal education programs on public policy issues affecting agricultural production and ecosystem integrity and biodiversity who plan to become actively involved in one or more public policy issues after completing one or more of these programs.

Outcome Indicators

Indicator 4.3.2c: The total number of people completing non-formal education programs on public policy issues affecting agricultural production and ecosystem integrity and biodiversity who actually become actively involved in one or more public policy issues within six months after completing one or more of these programs.

Key Program Components: Educational programming covers many areas when addressing water quality and quantity management. The programming efforts will address the following areas:

Water Quality Protection.

- Develop, transfer and implement effective best management practices related to nutrient management, pesticide management and animal waste management for agricultural producers.
- Develop, transfer and implement effective best management practices related to nutrient and pesticide management for urban audiences.

- Develop, transfer and implement of range and wildlife management strategies for protection of our water resources.
- Develop, transfer and implement best management practices for residential wastewater treatment systems.
- Implement educational programming on proper well head protection.

Water Quantity Management

- Develop, transfer and implement water management strategies for enhancing our water resources in agricultural areas.
- Develop, transfer and implement irrigation programs for agricultural production, commercial production, and home landscapes.
- Educate clientele on their water resources and the effective management of those resources.
- Educate clientele on indoor water conservation methods for extending our existing water resources.
- Develop, transfer and implement effective technologies for utilizing water resources which currently have limited use as a potable water supply.

Internal and External Linkages: Partnerships and cooperative relationships exist between professionals within the Texas A&M University System and the various agencies involved in protection of our water resources. We are establishing and maintaining our partnerships with the Texas Natural Resource Conservation Commission, Texas Water Development Board, Texas Parks and Wildlife, Texas State Soil and Water Conservation Board, USDA-Natural Resources Conservation Service, Texas Department of Agriculture, and other agency and producer groups as well as industry professionals. These linkages will provide a valuable partnership for protecting our natural resources.

Target Audiences: This program has a broad target audience including agricultural producers rural residents, suburban and urban residents. Water is a vital issue reaching across the various groups. Efforts will focus on wise use of the resource with attention on water quality protection and efficient use of the resource.

Program Duration: This program will be a statewide effort and will continue for the five year life of this plan, with variations and adjustments as appropriate.

Allocated Resources: (\$ x 1000; [SY=units])

Current FFY 1999	FFY 2000	FFY 2001	FFY 2002	FFY 2003	FFY 2004
4,451	4,526	4,526	4,526	4,526	4,526
221.7	221.7	221.7	221.7	221.7	221.7

Total Allocated Resources National Goal 4 (\$ x 1000; [SY=units])

Current FFY 1999	FFY 2000	FFY 2001	FFY 2002	FFY 2003	FFY 2004
4,451	4,526	4,526	4,526	4,526	4,526
221.7	221.7	221.7	221.7	221.7	221.7

Goal 5: Enhanced Economic Opportunity and Quality of Life for Americans

Program 7: Financial Management Education

This program equates to the Texas Agricultural Extension Service Agency Strategic Plan (FY 98-03) Goal 3: Contribute to economic security and prosperity. This program relates to the CSREES' Goal 5, Objective 5.1, and Performance Goal 5.1.3.

Issue(s): Family economic security and prosperity are at risk due to limited to limited financial management knowledge and skills, insufficient savings to meet short and long-term goals, and overuse of consumer credit. These impact each stage of the life cycle and the long-term economic security of families and the communities in which they reside.

Objective 5.1: To increase the capacity of communities and families to enhance their own economic well-being.

Performance Goal 5.1.3: To annually improve the financial status of families through financial management education programs implemented in which CSREES partners and cooperators play an active research, education, or extension role.

Strategy A. Educational programs, newsletters, exhibits, computerized financial decision-making aids, and news articles providing research-

based principles of financial management for low to moderate-income youth and adults (Money 2000 Plus™, High School Financial Planning Program (HSFPP), and Building Self-Sufficient Families (BSSF).

Output Indicators

- 5.1.3a** Number of people completing non-formal financial management education programs.
- 5.1.3b** Number of people completing non-formal financial management education programs who plan to adopt one or more recommended practices to decrease consumer credit debt or increase savings after completing one or more of these programs.

Outcome Indicators.

- 5.1.3c** Total number of people completing non-formal financial management education programs who actually adopt one or more recommended practices to decrease consumer credit debt or increase savings within six months after completing one or more of these educational programs.

Key Program Component(s): Educational Programs (Money 2000 Plus™, High School Financial Planning Program (HSFPP), and Building Self-Sufficient Families (BSSF) will focus on

- IV. financial goal-setting
- V. financial record-keeping
- VI. time value of money
- VII. budgeting
- VIII. debt reduction strategies
- IX. managing needs and wants at various life cycle stages
- X. credit decision-making
- XI. risk management strategies
- XII. saving and investing strategies
- XIII. longer-term financial planning

Internal and External Linkages: Partnerships with CSREES, National Endowment for Financial Education (NEFE), Consumer Credit Counseling Service (CCCS), American Savings Education Council (ASEC), Jump\$tart Texas - Financial Literacy Coalition, local financial institutions and service providers, other universities and cooperative extension

specialists, local, state and federal agencies, and other private sector partners, as appropriate.

Target Audiences: School-age youth and adults at all stages of the family and work-life cycle, with emphasis on low to moderate-income levels.

Program Duration: This program of approximately 25 county programs will continue for the five year life of this plan

Allocated Resources: (\$ x 1000; [SY=units])

Current FFY 1999	FFY 2000	FFY 2001	FFY 2002	FFY 2003	FFY 2004
707	719	719	719	719	719
35.2	35.2	35.2	35.2	35.2	35.2

Program 8: Parenting

This program equates to the Texas Agricultural Extension Serviced Agency Strategic Play (FY 98-03) Goal 1: Promote individual responsibility for improving health, safety, productivity and well being. This program relates to the CSREES’ Goal 5, Objective 5.2, and Performance Goal 5.2.2.

ISSUE(S): Parenting is the most difficult task facing an adolescent or adult. This is so even in intact families with both parents contribute to the parenting role. In the case of young, adolescent parents, the task is extremely difficult. More often than not, the only caregiver is the teen mom, with little or no involvement from the father. While efforts are being made across the country to decrease teenage pregnancy, some 440,000 births to teenagers 10-19 occurred in 1997 in the U.S. All parents and caregivers of children 0-5 face the challenge of enhancing early brain development, learning and growth of the child through nurturing interactions. Parents, teachers and caregivers of school-age children and adolescents are challenged to provide oversight, involvement with the child and his school to enhance success in school, direction in home and school activities to promote the development of initiative, self responsibility, values and character. Single and step parents have specific challenges to focus on the needs of their children in the midst of their own chaos and the unsettling experiences of death or divorce. Three to four million grandparents in the country are entering parenting for the second time...to raise their grandchildren. The major issues in parenting young children are to provide the kind of love, care and supervision that will prepare a child to enter school alert and ready to learn, and to help parents to avoid neglect and abuse.

Objective 5.2: To increase the capacity of communities, families, and individuals to improve their own quality of life.

Performance Goal 5.2.2: To annually increase the incidence of strong families resulting from non-formal education programs in which CSREES partners and cooperators play an active research, education, or extension role.

Strategy A. Each of fifty county Extension agents-FCS will conduct ten parenting classes, series of classes, one to one mentoring, fairs, exhibits or day-long workshops for parents of all ages, ethnicity and socio-economic levels.

Output Indicators

5.2.2a Fifteen-thousand parents of children 0-18, (two parent families, single parents, grandparents, step parents, adolescent parents) will complete non-formal education programs. They will increase knowledge and skills relating to appropriate parenting practices, health and nutrition.

5.2.2b Seven thousand parents, will plan to adopt one or more parenting principles, behaviors (more positive communication, alternatives to corporal punishment or health and safety practices) after completing one or more of these programs.

Outcome Indicators

5.2.2c Among the 7,000 parents who said they planned to adopt practice changes, 3,350 will actually adopt practices changes in the areas of communication, nurturing, guidance and discipline or health and safety practices.

Strategy B Ten to twelve six-hour train the trainer Parent Education Workshops: Supporting Families will be provided for Extension and non-Extension personnel from September 1, 1999 to August 31, 2000.

Output Indicators

5.2.2a Three hundred parent educators from 20 or more agencies will complete training.

5.2.2b Of the 3,000 parents participating in parenting classes, 1,500 will plan to adopt one practice change relating to parenting young children 0-3.

Outcome Indicators

5.2.2.c Seven hundred parents will actually adopt parenting practice changes as reported on a post-test in the areas of growth and development, nurturing, guidance and discipline; positive communication, preventive health and safety, and nutrition.

Strategy C Twenty-four hour Regional training(s) in the Master Parent Volunteer Program will be conducted (as requested) for Extension and non-Extension county teams.

Output Indicators

5.2.2a Thirty county Extension agents and their local collaborators will participate in the regional training and return to the local community to train volunteers. One hundred local volunteers will participate in training to work with parents of children 0-5, utilizing parent lessons and resources.

Key Program Components: Educational Programs will focus on

- 1) understanding the family systems approach to programming
- 2) helping parents and care givers promote early brain development
- 3) basic growth and development - activities and expectations for ages 0-5
- 4) positive/productive communication
- 5) nurturing, guidance and discipline (setting limits, alternatives to corporal punishment, redirection, safe-proofing the house)
- 6) building self-esteem through encouragement and appropriate praise and providing learning opportunities that match the child's unique temperament
- 7) preventive safety & health
- 8) nutrition for the 0-5 year old.

Internal and External Linkages: Partnership will be continued with the Texas Department of Health as the major funding source. Texas Department of Health & Texas Agricultural Extension Service will collaborate to meet performance goals and objectives. Numerous other agencies will participate in our trainings (Extension faculty, Women Infants

and Children Program, School counselors & parent educators, health professionals, Texas Department of Protective and Regulatory Services, Depelchin, Human Services, Migrant Program Coordinators, Even Start, Head Start, Family Outreach, Crisis Pregnancy Centers, Child Care Providers, Court Advocacy Support Association, Child Abuse Prevention Program, Churches/religious organizations).

Target Audiences: While focus is on limited resource families with wide ethnic diversity, educational efforts are available for all parent educator, volunteer and parent audiences.

Program Duration: Two-hundred county programs will conduct parenting education activities from 1999 to 2004.

Allocated Resources: (\$ x 1000; [SY=units])

Current FFY 1999	FFY 2000	FFY 2001	FFY 2002	FFY 2003	FFY 2004
1,573	1,600	1,600	1,600	1,600	1,600
78.4	78.4	78.4	78.4	78.4	78.4

Program 9: Life Skills Educational Development

Issue: During the Texas Community Future Forum process, 209 counties identified youth issues as high priority concerns. These issues ranged from character, ethics, morals, character, pregnancy, drugs, education, and job preparation. The citizens of Texas have youth and their future at the highest level of concern.

The problems of youth - today - and through the eighties and early nineties with the “youth at risk” movement - have continued to emerge as problems in every community.

- Violence - from 1960 to 1991, the proportion of youngsters under the age of 19 killed by homicide more than quadrupled.
- Cheating - 54% of middle school students and 70% of high school students cheated on a test at least once.
- Stealing - 31% of middle school students and 47% of high school students stole something from a store at least once. 24% of middle school students and 31% of high school students stole something from parents at least once. 23% of middle school students and 25% of high school students stole something from a friend at least once.
- Lying - 88% of middle school students and 92% of high school

students have lied to their parents at least once. 70% of middle school students and 82% of high school students have lied to their teacher at least once.

The recent deaths in Colorado seemed to have welded the nation to look for answers. The answers are not easily found. The problems are systemic and cannot be solved by one effort, one group, or one program.

Performance Goal: Enhance life skills development of youth in the Texas 4-H and Youth program.

Output Indicators:

1. Number of People Completing Leadership Education Programs
2. Number of People Completing Character Education Programs
3. Number of People Completing Workforce Investment Programs

Outcome Indicators:

1. Number of youth enrolled in youth leadership
2. Number of youth increasing their leadership life skills
3. Number of youth increasing their knowledge of factors affecting character development
4. Number of youth enhancing their workforce preparation

Key Program Components: Extension 4-H and Youth activities will focus on:

- youth and volunteers will learn leadership life skills;
- counties, communities and schools will develop opportunities for character education; and
- youth and community and business leaders expand workforce preparation.

Internal and External Linkages: Partnership and collaborations will continue with public and private schools, home school associations, parent-leader association, family and community education groups, and other youth serving agencies, as appropriate to this performance goal.

Targeted Audiences: We will focus on 4-H youth in all eight membership units. Emphasis will be given to volunteers who will be trained to work with 4-H youth. Special attention will be devoted to traditionally under-served sectors. Care will be given to meet the needs of the disadvantaged.

Program Duration: This program will continue for the five year life span of this plan.

Allocated Resources: (\$ x 1000; [SY=units])

Current FFY 1999	FFY 2000	FFY 2001	FFY 2002	FFY 2003	FFY 2004
1,926	1,959	1,959	1,959	1,959	1,959
96.0	96.0	96.0	96.0	96.0	96.0

Program 10: Volunteer Development (youth and adult)

Issue: The Extension Service has the largest volunteer program of any agency in Texas. There are more than 80,000 volunteers in the programs of TAEX. The Extension Service has a well known reputation for involvement of volunteers. A reputation which is the envy of many organizations. The ability of the Extension Service to efficiently and effectively manage volunteers has become a major concern.

Performance Goal: Enhanced use of trained volunteers, staff and faculty in all areas of Extension.

Output Indicators:

1. Number of 4-H volunteers in specific roles
2. Number of Extension volunteers in specific roles
3. Number of Master volunteers in 4-H, agriculture and family and consumer science

Outcome Indicators:

1. Number of volunteers who conduct trainings
2. Number of trainings conducted by volunteers
3. Number of volunteer who learn new roles

Key Program Components: Extension activities will focus on:

- Extension faculty will receive training in volunteer development;
- Volunteers will receive expanded training; and
- Volunteer job descriptions will be prepared.

Internal and External Linkages: Partnership and collaborations will continue with parent-leader association, family and community education groups Extension Program Councils, Army volunteers, other youth serving agencies, and volunteer serving agencies, as appropriate to this performance goal.

Targeted Audiences: We will focus on adult and youth volunteers. Emphasis will be given to volunteers who will be trained to work with 4-H youth. Special attention will be devoted to traditionally under-served sectors. Care will be given to meet the needs of the disadvantaged.

Program Duration: This program will continue for the five year life span of this plan.

Allocated Resources: (\$ x 1000; [SY=units])

Current FFY 1999	FFY 2000	FFY 2001	FFY 2002	FFY 2003	FFY 2004
1,036	1,053	1,053	1,053	1,053	1,053
51.6	51.6	51.6	51.6	51.6	51.6

Program 11: Partnerships and Collaborations

Issue: During the Texas Community Future Forum process, more than 200 counties identified community issues as high priority concerns. These issues ranged from education, youth concerns, parenting, and community activities. The citizens of Texas expect groups and individuals to form partnerships and collaborations to solve the problems of youth, families and communities.

The problems today are systemic and cannot be solved by one effort, one group, or one program. Partnerships and collaborations are a necessity.

Performance Goal: Increased partnerships and collaborations

Output Indicators:

1. Number of educational activities conducted designed to enhance the formation of partnerships
2. Number of educational activities conducted that focuses on training for successful collaboration

Outcome Indicators:

1. Number of partnerships formed
2. Greater collaborations between partnerships

Key Program Components: Extension activities will focus on:

- Youth, volunteers and community leaders will learn how to form successful partnerships and
- Extension, communities and schools will develop opportunities collaborations.

Internal and External Linkages: Partnership and collaborations will be developed with schools, community groups, youth serving agencies, volunteer serving agencies, churches, certain government bodies and business, as appropriate to this performance goal.

Targeted Audiences: We will focus on community groups and agencies. Emphasis will

be given to groups with interest in community, youth and family concerns. Special attention will be devoted to traditionally underserved sectors. Care will be given to meet the needs of the disadvantaged.

Program Duration: This program will continue for the five year life span of this plan.

Allocated Resources: (\$ x 1000; [SY=units])

Current FFY 1999	FFY 2000	FFY 2001	FFY 2002	FFY 2003	FFY 2004
326	332	332	332	332	332
16.3	16.3	16.3	16.3	16.3	16.3

Total Allocated Resources National Goal 5 (\$ x 1000; [SY=units])

Current FFY 1999	FFY 2000	FFY 2001	FFY 2002	FFY 2003	FFY 2004
8,777	8,923	8,923	8,923	8,923	8,923
437.1	437.1	437.1	437.1	437.1	437.1

Stakeholder Input

The Texas Community Futures Forum sponsored by the Texas Agricultural Extension Service, was a grassroots effort to listen to the people and to involve those people in finding solutions to their local issues. The effort was also supported by the W.K. Kellogg Foundation through a project which promoted institutional change to improve the usefulness, quality and cost-effectiveness of higher education, research and service to the people of Texas. Through forums in every county of the state, the Extension Service heard from more than 7,500 people.

Initiated in 1998, the program engaged Texas citizens, communities and partnering agencies and institutions to speak out about the issues impacting their lives and communities now and in the years to come. Texans were invited to identify, discuss and prioritize their community's current and future needs at forums that were held in every county in the state during the spring of 1999. This broad approach to identifying the issues was designed and conducted by The Texas A & M University System's network of county, district and state faculty. The Texas Community Futures Forum was conducted by Extension agents in each county in cooperation with the members of the Extension Program Council in the county.

The Texas Agricultural Extension Service developed a plan that strongly emphasized the strategic involvement of citizens and communities in the identification and development of issues that were important to them locally. This evolving approach to needs assessment was introduced to Extension employees in the fall of 1998, finalized in the winter of 1998 and implemented beginning in January, 1999.

In general, the Futures Forum across the state had two common elements. The first was an Open Forum where the community at large was invited to identify the most significant issues facing their community. Because the Futures Forum was a community-based activity, the format of the Open Forums was designed to match the size, needs and preferences of the community. The second common element was a smaller Focus Forum event that involved people that represented diverse groups and neighborhoods, agencies, organizations, government and business. This group reviewed the findings from the Open Forum and focused on priority needs in which to form action plans.

Priority issues and needs identified in all 254 counties were aggregated to form the basis for the Extension Service's statewide, long-range outreach education plan for 2000-2003. At the county level, the information generated through the Futures Forum events have become the basis for local issue teams and from which the county Extension plan will be based for 2000-2003. This work is being accomplished in a collaborative approach with the Extension Program Councils and various program committees at the county level. This allows for another level of citizen input on the specific actions needed to solve priority issues in a county.

The Texas Community Futures Forum was momentous in several respects. More than 7,500 citizens were involved and approximately 3,000 issues were uncovered. The Texas Community Futures Forum met and in some ways surpassed the scope of *Returning to Our Roots, The Engaged Institution*, the third report of the Kellogg Commission on the Futures of State and Land-Grant universities (February, 1999). Perhaps most notable was its focus on partnerships through the involvement of many of the state-supported higher education institutions, public agencies and local community groups, and responsiveness to public problems.

The most striking effort that seemed to define a commitment to engagement came when more than 600 Extension professionals and other partners were specifically trained to fulfill the role of neutral facilitator to conduct the Futures Forum events. Facilitators took participants through the steps of identifying issues and then prioritizing them on the basis of their importance and the likelihood that the issues could be addressed. Beginning with the items having the highest priority, action steps, resources, time frames, and contacts were specified for addressing each issue.

Another impressive result has been the focus on accountability, through assessment, documentation, action research on the Futures Forum process and putting findings into practice through educational programs. A quality county and statewide Extension

strategic plan for 2000-2003 has emerged from these community-university outreach discussions. All of the issues identified in all 254 counties are available through the Texas Community Futures Forum web site <<http://futuresforum.tamu.edu>>.

Further, in every county, citizens and educators with The Texas A & M University System are collaborating on improving their communities. Throughout the process Extension educators were humbly reminded, and repeatedly respectful, of the expertise and capabilities of the citizens, institutions and partners that were involved in the process. The Futures Forum helped build new partnerships and strengthen existing ones. Alliances and strategic partnerships have begun to form at the local, regional and state level. Extension faculty, working with local community leaders and citizens are taking action to address the issues.

The Texas Community Futures Forum required much from the faculty, administration and staff of the Extension Service. Texas Extension dedicated significant resources, accepted new ways of looking at community issues, enhanced competencies, adjusted their thinking, took on new roles and learned new skills. From the standpoint of knowledge, the growth and renewal of the Texas Agricultural Extension Service has been greatly enhanced.

This report provides a baseline against which future data can be compared. Sustaining this progress is critical to achieving the vision of The Texas A & M University System, the College of Agriculture and Life Sciences and the Texas Agricultural Extension Service. It embodied our resolve to serve the people, to be a vital force for community-based education and action and to be a future-oriented organization. We are well on our way to meeting the challenges of the 21st century.

Merit and Peer Review: Administrative Program Leaders from The Texas Agricultural Extension Service and the 1890 Extension Programs at Prairie View A&M University are working collaboratively to finalize a review process that insures the relevance and quality of proposed educational programs.

Multi-institutional, Multi-disciplinary, Multi-state, and Integrated Activities: Administrative Program Leaders of the Agriculture Program of The Texas A&M University System are working with Administrative Leaders of other organizations and agencies within and outside Texas to develop procedures for greater collaborative efforts on educational programs of common concern.

Projected Total Resources: (all sources) (\$ X 1000; [SYS = units]):

Program	Current	FFY 2000	FFY 2001	FFY 2002	FFY 2003	FFY 2004	Total
1							

2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
Total							

Projected Federal Outlays: (\$ X 1000)

Program	Current	FFY 2000	FFY 2001	FFY 2002	FFY 2003	FFY 2004	Total
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
Total							

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