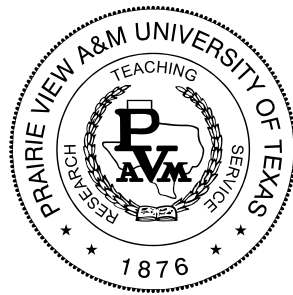


**FY 2002 ANNUAL REPORT OF
ACCOMPLISHMENTS & RESULTS**

COOPERATIVE EXTENSION PROGRAM



PRAIRIE VIEW A&M UNIVERSITY
Prairie View, Texas

Submitted by:

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Cooperative Extension Program - TEXAS

Date

**COOPERATIVE EXTENSION PROGRAM - Prairie View A&M University
Prairie View, Texas**

FY 2002 ANNUAL REPORT OF ACCOMPLISHMENTS AND RESULTS

PLANNED PROGRAMS

**GOAL 1: AN AGRICULTURAL SYSTEM THAT IS HIGHLY COMPETITIVE IN THE
GLOBAL ECONOMY.**

OVERVIEW/EXECUTIVE SUMMARY

The Agriculture and Natural Resources Program area responded to several issues and concerns of limited resource audiences this year. As a result, educational programs and activities focused on integrated management practices and technologies that would enable these audiences to become more competitive and viable. A broad set of relevant management strategies were taught including risk management, sustainable agriculture, farm safety and other practices designed to improve stability and profitability. Assisting beginning or existing farmers and ranchers in purchasing or leasing a farm or ranch or acquiring additional acreage or resources; farm financial management; whole farm systems; farm pond construction and management; and enhanced business management and marketing skills were other areas where programming took place.

Specifically, educational programs and result demonstrations were developed and delivered in the areas of animal production efficiency, aquaculture, rangeland and pasture management, plant production efficiency, and agricultural profitability. An unusually high number of individuals participated and took advantage of the various programs and activities offered as compared to previous years.

Six thousand six hundred and nine individuals took part in programs on animal production efficiency. A majority indicated they had acquired at least one or more new skills and plan to implement that newly acquired knowledge into some phase of their operations. At least 283 individuals who took part in farm pond management training indicated they, too, had gained some knowledge on how to enhance production and would test the concepts to determine their usability. Of the 2,272 individuals in attendance at the various meetings or who were one-on-one contacts, 586 reported that they had or would use what they had learned. In the area of plant production efficiency, 51 reported an increase in awareness and understanding regarding production and alternative food crop enterprises.

From the 21 counties where 1890 programming in agriculture and natural resources is taking place, 5,693 participated in the workshops and clinics offered in the area of profitability or farm financial management and marketing. Four thousand one hundred and fifty-nine (73%) participants reported that they have adopted Extension recommendations in key areas. Thirty-four producers reported the development of a forest management plan.

Based on the rate of adoption of recommended practices by clientele, the goals contained within the five year plan will be met. Agriculture producers are expected to continue to improve their production, management and marketing skills.

TOTAL EXPENDITURES BY SOURCE OF FUNDING AND FTE's:

FUNDING			FTE's
Federal	State	Total	---
\$506,617	\$252,808	\$758,425	12.85

Key Theme - Animal Production Efficiency

- a. Personnel in the agriculture and natural resources program area implemented several clinics, workshops, farm tours, and seminars in the 21 counties where the program is located. Growth, production, marketing, selling of livestock, particularly beef cattle; systems that improve health, production efficiency, and sustainability were points of emphasis. Cooperating entities included the College of Agriculture and Human Sciences, Farm Service Agency, Natural Resources and Conservation Service, Landowners Association of Texas, Texas Farm Bureau, Texas Cooperative Extension, and the Texas Small Farmers & Ranchers Community Based Organization.
- b. Impact - Six thousand six hundred and nine individuals participated in educational meetings, clinics, workshops and farm tours. One hundred and fifty-six mass media articles, programs, and feature stories were prepared in support of this effort. Two thousand two hundred and seventy-two one-on-one contacts were made with producers and others. Four thousand five hundred and eighty-six program participants indicated they acquired new skills or knowledge and were planning changes in at least two areas in their operations. One hundred and thirty-six indicated the use of balance sheets, grain and livestock marketing information, and a marketing plan in making financial decisions.
- c. Source of Funds - Smith-Lever, Section 1444 & State Matching funds
- d. Scope of Impact - State Specific

Key Theme - Aquaculture (Farm Pond Management)

- a. Many small landowners own or control numerous farm ponds. In order to diversify the use of the farm pond resource beyond traditional uses, specialists and agents conducted tours, workshops, and made one-on-one contacts, primarily in East Texas, to enhance understanding of the role of farm pond utilization in overall farm management approaches to sustainability. Cooperating agencies and organizations included the Landowners Association of Texas, farm pond owners and operators, the Cooperative Agricultural

Research Center, and the Natural Resources Conservation Service.

- b. Impact - Three hundred and seventy-nine individuals tested farm ponds and private lakes for water quality purposes, and 551 received technical information on farm pond management. Four hundred and three received technical information on farm pond management from farm visits by the specialists, agents, and program aides. Three hundred and thirty-eight attended farm pond construction and management programs and activities. As a result of Extension's personnel efforts in this area, 283 indicated they gained new knowledge on how to enhance farm pond production and use it as an alternative economic enterprise.
- c. Source of Funds - Smith-Lever, Section 1444 & State Matching funds
- d. Scope of Impact - State Specific

Key Theme - Rangeland/Pasture Management (Pasture and Grazing Systems)

- a. Agents, program aides, and specialists developed and implemented comprehensive programs in their locale to demonstrate how profitability of any system in agriculture is dependent on the control of cost or inputs going into that system. To enhance producers' knowledge of forage/pasture production and grazing practices to increase efficiency of livestock production, and the role of pastures as sanitation tools in creating environmentally and socially acceptable profit-yielding enterprises, many result demonstrations were developed and presented. Farm tours and workshops demonstrating some of the aforementioned included the following: brush management ; alternative lime and fertilizer; winter pasture; winter pasture/alternative fertilizer; alfalfa production on acid soils; fertilizing hay meadows; weed management; pasture renovation; forage and soil analysis; sanitation and disease control and many others. Local producers, Natural Resources Conservation Service, Texas Small Farmers & Ranchers Community Based Organization, and Landowners Association of Texas cooperated in these efforts.
- b. Impact - Seven hundred and twenty-three producers indicated a gain in knowledge concerning forage species used for hay, season and growth stage at which to harvest, and form in which it is fed, and types of pastures and their uses. Four hundred and forty-five producers were in attendance at educational meetings, field days and workshops; and 164 mass media articles, programs, and features were prepared in support of this initiative. Twenty-three result demonstrations were implemented, and 31 farm tours and 15 clinics were conducted. Combined, 197 producers indicated new knowledge gained about best management practices and their application to their particular operations. Ninety-eight participants reported adopting at least one practice not formerly used.
- c. Source of Funds - Smith-Lever, Section 1444 & State Matching funds
- d. Scope of Impact - State Specific

Key Theme - Plant Production Efficiency (Food Crops)

- a. Because of the lingering effects of drought conditions over many parts of the state, efforts by agents, aides and specialists to introduce and teach clientele new technologies, and to introduce new and more adaptable varieties and new marketing strategies were hindered. However, in a few locations, Extension workers were able to introduce concepts designed to reduce inputs and increase quality and percentage of marketable produce. Some aspects of new and alternative food crop enterprises were also introduced. Cooperating agencies/organizations included the Department of Agriculture and Human Sciences, area food banks, Brookshire Brothers Grocery, Texas Organic Growers, and the Texas Department of Agriculture.
- b. Impact - One hundred sixty-three producers were in attendance at educational meetings. Extension agents made 201 direct contacts with producers and others on specific plant production practices. Fifty-one participants indicated they gained new knowledge concerning more efficient production practices, and 57 indicated increased awareness and understanding regarding the production of new and alternative food crop enterprises. Nine result demonstrations on drip irrigation were implemented to demonstrate water-use efficiency.
- c. Source of Funds - Smith-Lever, Section 1444 & State Matching funds
- d. Scope of Impact - State Specific

Key Theme - Agricultural Profitability (Farm Financial Management and Marketing)

- a. Recent financial difficulties in the agricultural sector, especially among limited resource producers, caused agricultural personnel with the Extension Program to launch a concerted effort toward helping clientele to examine their operations, looking for alternative or better ways of managing. Many farmers were being displaced. Some of the displacement was attributed to a lack of sound management practices, a failure to adopt new technologies, and not being aware of technical assistance available to them. Extension personnel partnered with the Tyler Area Growers Association; College of Agriculture & Human Sciences; Farm Service Agency; Landowners Association of Texas; Texas Cooperative Extension; and the Texas Department of Agriculture to address the issue of profitability.
- b. Impact - Five thousand six hundred and ninety-three individuals attended these meetings in a 21 county area. Overall evaluation of the programs, workshops, clinics and tours indicated that 136 now use balance sheets, income statements and cash flow statements in making financial decisions, and 108 use enterprise budgets. Eight-hundred and seventy-nine participants reported that they now use improved marketing and managing skills such as marketing options, and information in commodity sales and grain livestock marketing. Two thousand seven hundred and ninety-one individuals who participated in Extension programs reported adopting at least one new practice recommended such as using soil test analysis, reduced fertilizer rates, and conservation tillage. Thirty-four producers developed a forest

management plan, and 23 now take multiple bids before selling stand timber.

- c. Source of Funds - Smith-Lever, Section 1444 & State Matching funds, 2501 Project Grant Funds
- d. Scope of Impact - State Specific

GOAL 2 - A SAFE AND SECURE FOOD AND FIBER SYSTEM.

OVERVIEW/EXECUTIVE SUMMARY

The Centers for Disease Control and Prevention estimate that each year 76 million Americans (or one in four Americans) will become ill and one in 100 will be hospitalized due to a food-borne illness. Food-borne illnesses will also claim the lives of 14 Americans each day. A food-borne illness is caused by food-borne pathogens that are transmitted through food to people. Estimated annual incidences of food-borne illness range from 6.5 to 8.1 million. The cost associated with human salmonellosis in the U.S. annually is estimated between \$1 and \$4 million. Costs of food-borne illness based on medical costs and production losses range from \$184 to over \$110,000 per illness.

The various ways meats and poultry are transported from the farm gate to the kitchen table allow many ways for meats and poultry to become contaminated with bacteria. Consequently, contaminated meats and poultry entering the kitchen, which is the final step in the food chain, exposes consumers, especially those that are ill, and people with compromised immune systems to food-borne illnesses. Once people become sick they face the risk of more serious health problems or even death. Bacteria entering food service establishments and homes allow for the possibility of cross-contamination of fruits and vegetables that are not cooked before consumed. The infrequency of washing hands and using hair nets, cooking and preparing food with long, acrylic finger nails, and the lack of basic education about preparing and cooking food all contribute to food-borne illnesses. The Cooperative Extension Program conducts educational programs for the underserved and hard to reach citizens to provide them with educational information to keep themselves and their families healthy.

Topics identified for food safety programs include food handlers, food safety & sanitation, getting back to basics, washing hands properly, occasional quantity cooks, food protection management, cross contamination, cooking foods to the correct temperature and storing foods at the correct temperature.

County Extension staff members and 48 volunteers in 13 Texas counties reached 2,225 individuals in food safety/food-borne illness workshops and classes. Of the participants in the workshops and classes, 448 indicated that they now engage in food storage and preservation practices and utilize sanitation practices. Eight hundred sixty-two individuals stated that they now utilize proper sanitation practices of washing hands thoroughly and sanitizing their food preparation area first. Approximately 442 stated that they have adopted safe and healthy food selections. Bilingual staff

presented workshops to 1,486 Spanish speaking individuals in Bexar, Travis and Webb counties.

Outreach strategies that were used to distribute information included advisory boards, one-on-one and small group sessions, workshops, tours, seminars, presentations, media lesson series, and agents. Reports indicate participants learned to keep their families safe from the risks of food-borne illness.

Great strides have been made in teaching food safety techniques and recommendations to underserved audiences. The adoption of recommended practices is expected to increase as the delivery of information continues.

TOTAL EXPENDITURES BY SOURCE OF FUNDING AND FTE's:

FUNDING			FTE's
Federal	State	Total	---
\$354,128	\$177,364	\$531,192	9

Key Theme - Food Safety and Food-borne Illness

- a. Family & Consumer Sciences staff worked with families to help them gain knowledge on how to effectively prevent the transmission of food-borne illnesses by utilizing techniques taught through educational workshops and classes. These techniques included the following; thawing frozen food in the refrigerator, sanitizing cutting boards, using different cutting boards for meats and vegetables, washing hands before and after handling raw meats, and properly sanitizing area before and after use. Individuals participating in the trainings on food safety indicated that they learned information that was vital in helping to reduce food-borne illness.
- b. Impact - Two thousand two hundred and twenty five individuals participated in food safety/food-borne illness workshops and classes. Of the participants in these workshops/classes, 39% indicated that they now utilize sanitation practices (washing hands thoroughly and sanitizing preparation surfaces) before handling food. Four hundred eighty-eight of these individuals engage in proper food storage and preservation practices. Four hundred forty-two individuals adopted the following; safe and healthy food selections, preparation, handling and careful monitoring of food temperatures and safe cooling of food.
- c. Source of Funds - United States Department of Agriculture, CSREES (EFSQ-POW), Smith-Lever
- d. Scope of Impact - State Specific

GOAL 3 - A HEALTHY, WELL-NOURISHED POPULATION.

OVERVIEW/EXECUTIVE SUMMARY

An individual's daily diet plays a direct role on his health. The diets are directly related to the top three causes of mortality, which are ahead of infectious diseases. Four of the top ten leading causes of death today are directly related to diet - - heart disease, diabetes, stroke and some types of cancer. For instance, diabetes is one of the most common and serious medical problems in the United States. About 14 million Americans have diabetes, and more than half of them are unaware that they have it. Each year more than half a million people learn that they have some form of diabetes. Diabetes and the illnesses that result from it are among the leading causes of death in the United States and is a major cause of blindness in adults.

There were several teaching strategies that were implemented to educate clientele about diet and health including; on-site demonstrations, educational displays, fact sheets, newsletters, interactive computer programs, videos, workshops and health fairs. Physical activity was incorporated through lecture classes and demonstrations.

Three thousand thirty-five participants in 13 counties reduced the level of risk factors (obesity, cancer, cardiovascular health, diabetes) by participating in nutrition education programs. There were 2,234 adults and children participating in preventable screening for hypertension, diabetes, and immunizations. Three hundred ninety-one participants increased physical activity so that they could decrease the risk of health problems and 617 participants adopted healthy food selection and preparation techniques.

The focus of this goal is to continue educating clientele about the importance of eating nutritiously, thus improving their overall health status.

TOTAL EXPENDITURES BY SOURCE OF FUNDING AND FTE's:

FUNDING			FTE's
Federal	State	Total	---
\$466,269	\$233,135	\$699,404	11.85

Key Theme - The Effects of Health Care, Human Health and Human Nutrition

- a. Family & Consumer Sciences staff utilized different resources - - Families First Nutrition and Wellness System (FF-NEWS) curriculum and the Hypertension Outreach Prevention Education Project (HOPE) to implement health and nutrition programs for families to help them understand the relationship between nutrition and health. These programs also helped families understand the importance of making healthy food choices using the Food Guide Pyramid; the significance of budgeting and planning and the use of proper storage practices. Partnerships with agencies and organizations included: New Bethel Missionary Baptist Church, The Austin Academy, Travis County Health and Human Services, University Hills Library, Houston Tillotson College, Time Warner Cable, Communities In Schools, Hector Garcia Elementary, Temple Public Library, St. James United Methodist Church, Texas

Cooperative Extension, Latin American Association, Owens-Franklin Health Center, Wharton County Junior College, Child Protective Services, Dallas Urban League, American Diabetes Association, Fort Bend YMCA, Texas Job Force Program, and Prairie View A&M College of Nursing. There were 3,175 health newsletters distributed.

- b. Impact - In carrying out the Family & Consumer Sciences mission, 3,335 individuals gained knowledge and began utilizing nutrition information to: manage hypertension through diet and exercise, reduce excess sodium and fat in the diet through reading labels, apply the Food Guide Pyramid and plan meals, understand the relationship diet and exercise plays in diabetes and how to eat meals in the correct proportion. Two thousand two hundred thirty-four adults and children participated in preventable screening activities to learn their health status and act on it if necessary. Three hundred forty-one individuals stated that they increased their fruit and vegetable intake. Four hundred seventy-four individuals decreased consumption of high-fat snacks and food items and 617 participants adopted healthy food selection and preparation techniques.
- c. Source of Funds - United States Department of Agriculture, CSREES, Smith-Lever, Texas Higher Education Coordinating Board Grant
- d. Scope of Impact - State Specific

GOAL 4: GREATER HARMONY BETWEEN AGRICULTURE AND THE ENVIRONMENT.

OVERVIEW/EXECUTIVE SUMMARY

To address public concerns about food safety, water quality, conservation of natural resources, environmental risks, and the intensive use of chemicals in agricultural systems, a concentrated effort was put forth by agents, program aides and specialists. Educational programs and activities were conducted covering concepts of sustainable agriculture, focusing on those systems that are holistic in their approach to achieving a balance between agriculture and the environment. Several workshops were conducted, and a regional conference focusing on sustainable practices in East Texas was also held. One thousand seven hundred ninety-three individuals, including farmers and ranchers, received training. Of significance are the 567 individuals who indicated they had gained new skills to minimize fertilizer and pesticide runoff, and others reported having gained knowledge on how to better manage waste. Just a few reported using tissue analysis as a tool in making decisions on what and when to implement a certain practice. Overall, 479 small and middle-sized producers demonstrated the ability to recognize specific sustainable agricultural practices.

Work was conducted in addressing each goal in the 5-year plan. The assessment for the work and accomplishments for the first year of this plan is good; however, as work is continued in sustainable agriculture, greater impacts are expected.

TOTAL EXPENDITURES BY SOURCE OF FUNDING AND FTE's:

FUNDING			FTE's
Federal	State	Total	---
\$157,390	\$ 78,695	\$236,085	4.00

Key Theme - Sustainable Agriculture

- a. Several result demonstrations, workshops, farm tours and field days were conducted to teach sustainable agricultural practices and concepts. Several agencies and organizations were involved in the process including the Texas Department of Agriculture; Natural Resources Conservation Service; Texas Parks and Wildlife; Texas Sustainable Agriculture Working Group; Texas Cooperative Extension; and Tyler Area Growers Association.
- b. Impact - Of the 1,793 individuals who received training, including one-on-one contacts, through the effort of Cooperative Extension Program personnel, the following was reported:
 - (1) Number of participants who indicated they gained new knowledge concerning:
 - a. Integrated pest management concept - 324
 - b. Waste management and water quality - 698
 - c. Irrigation efficiency - 386
 - (2) Number of participants who
 - a. Tested their irrigation water - 113
 - b. Received information on soil conservation practices - 608
 - c. Received information on irrigation - 265
 - d. Acquired new skills to minimize fertilizer and pesticide runoff - 567
 - e. Indicated new knowledge of wildlife management in forest/non-forest settings - 283
 - (3) Number of producers who use
 - a. An integrated pest management approach for guidance in making pest control decisions - 353
 - b. Plant tissue analysis as a decision-making tool - 55

Finally, 479 participants demonstrated the ability to recognize specific sustainable practices.
- c. Source of Funds - Smith-Lever, Section 1444 and Smith Lever Act, section 3(d), 7USC 341, as amended and State Matching funds.
- d. Scope of Impact - State Specific

GOAL 5: ENHANCED ECONOMIC OPPORTUNITY AND QUALITY OF LIFE FOR AMERICANS.

OVERVIEW/EXECUTIVE SUMMARY

The Cooperative Extension Program at Prairie View A&M University addressed several issues to enhance the economic opportunity and quality of life for primarily diverse, limited resource audiences in its Community & Economic Development, 4-H & Youth Development and Family and Consumer Sciences program areas. Programming activities focused on consumer management, passenger safety, parenting, literacy, volunteerism, and agriculture and natural resources for youth. Other programming was geared towards leadership and citizenship development, career development, job preparation and entrepreneurship, community improvement, acquiring and maintaining community facilities, housing, business development, and increasing collaborative efforts with various departments at Prairie View A&M University.

Field staff with community and economic development responsibilities developed and conducted 90 programs that promoted community maintenance, improvement and safety. The staff also made a concentrated effort throughout the year to encourage community residents to become involved in improving their surroundings. At least 660 community residents participated in organized activities including trimming hedges and trees and cleaning vacant lots. A total of 205 families adopted home beautification and maintenance practices, and eight communities established crime watch programs. County staff also provided information to 67 communities to assist them in acquiring and maintaining community facilities and establishing rural water and sewer systems.

Training leaders, promoting business programs and acquiring decent housing were also emphasized in the Community and Economic Development program area. Approximately 300 leaders were recruited through Extension's Community Voices Leadership and Texans in Leadership programs. Nearly 264 leadership participants became involved in community issues. Extension specialists and county staff also continued to educate first time home buyers on credit worthiness, housing assistance and housing loan applications. Two community housing development organizations were established, and 26 individuals or families acquired satisfactory housing. Extension's rural business project personnel and agents continued to implement programs to establish, maintain and expand businesses. This staff worked in 23 counties where business development activity lags. Five hundred and ten jobs were maintained in the 385 businesses to which staff provided assistance. Eighty-five new businesses were established.

A dedicated Family & Consumer Sciences staff successfully engaged numerous communities and key leaders in leadership training, consumer management and parenting efforts. As families are challenged with the everyday issues of job security, quality time with children and managing finances, critical decisions are necessary to positively impact the family well-being. A variety of educational activities and workshops were implemented to address the needs of diverse audiences in selected counties. Teaching methods used to reach targeted audiences included peer education, study groups, community fairs, lesson series, and information letters. Educational resources such as existing curriculums (English and Spanish), video series, slide presentations and role play were instrumental in disseminating research-based subject matter materials. Families and individuals who

adopted practices to enhance financial management totaled 310. One FCS staff member is a certified child safety seat inspection technician and reached a new audience of 65 parents who attended passenger safety programs. Approximately 235 participated in workshops and programs on Grandparents as Parents, Proper Use of Medication, Nutrition for Seniors, Senior Abuse, Fall Prevention and Fraud Prevention. Four hundred individuals were involved in parenting workshops that addressed family violence, single parenting, job preparedness and stress management.

Similar successes in providing clientele with educational activities and information to enhance their quality of life and improve their economic opportunities were found in the 4-H & Youth Development program area. Youth programs focused on volunteerism, mentoring, agriculture and natural resources for youth, leadership and citizenship training, job preparation, career development and entrepreneurship.

The Cooperative Extension 4-H staff emphasized the importance of volunteering and becoming mentors to youth. Educational programs focused on team building, recruiting volunteers, mentoring others and understanding and working with diverse audiences. 4-H staff collaborated with other agencies and organizations to acquire resource persons to assist in conducting several of the programs. These efforts resulted in recruiting and training 491 adult volunteers who worked with approximately 7,869 youth. A total of 2,719 youth participated in life skill programs. A total of 375 adults were trained to implement programs in churches, community centers and neighborhood schools. As a result of the youth participating in the county and state level programs focusing on life skills, it was found that 80% of the participants improved skills in communications; 60% of the participants learned skills in managing their anger and negotiating; 80% of the participants learned to make sound decisions; and 82% changed their levels of aggressive and delinquent behaviors. A total of 45% demonstrated ethical, social and moral responsibilities by making sound life choices.

In the area of agriculture and natural sciences, 4-H staff recruited youth to participate in programs which exposed them to horticulture, environmental stewardship, camping, renewable natural resources and water quality. As a result, a total of 3,148 youth participated in the various 4-H programs, such as animal care projects, 4-H sports fishing programs, conservation and natural sciences projects and outdoor camping.

The 4-H & Youth Development staff also promoted leadership development and citizenship as well as exposed youth to career opportunities. Approximately 1,571 youth in 19 rural and urban counties throughout Texas attended 60 leadership development trainings and citizenship programs, and 549 youth completed community service projects.

A total of 3,560 youth also attended youth conferences, workshops and seminars to help them become proficient in making career choices and expose them to entrepreneurial opportunities. Twenty programs were conducted to help prepare youth for summer employment, and they learned how to prepare a resume, improve interviewing techniques and dress for success. Five hundred and fifty youth participated in the summer employment training, and 60% of them obtained jobs. Career fairs, career seminars and an annual event conducted at Prairie View A&M University called the Career Awareness and Youth Leadership Laboratory helped young people learn how to write a business plan, run a business and identify career and educational goals. Trained teachers from the

T-TEEM project conducted a Business Competition and Trade Show with youth who participated in the T-TEEM project in school. Forty youth teams exhibited their marketing skills, and their business plans were judged. A total of 530 youth participated in the TLC inner-city project. Twenty-five volunteers trained to be master TLC leaders who conduct programs with youth in the community.

The Cooperative Extension Program's efforts in enhancing the economic opportunity and quality of life for primarily limited resource, diverse audiences have resulted in improved communities, families adopting good health and money management practices, youth receiving education and training in areas of great importance, and businesses being maintained, expanded, and established. Based on these accomplishments, the goals in the CEP's 5-Year Plan of Work are being addressed.

TOTAL EXPENDITURES BY SOURCE OF FUNDING AND FTE's:

FUNDING			FTE's
Federal	State	Total	---
\$1,388,972	\$ 694,486	\$2,083,458	35.3

Key Theme - Promoting Business Programs

- a. Extension field staff and rural business project personnel implemented programs to establish, maintain and expand businesses in 23 counties where business development activity lags in traditionally agricultural and natural resource dependent communities. Owners of agriculture and small, traditional businesses and others with the desire to establish businesses classified as low-income and under represented were provided technical and educational assistance. A general resource teaching packet developed in 2000-2001 as well as other resources (i.e. training materials, agencies, organizations and institutions) were used by the Cooperative Extension Program staff in providing assistance. Several educational programs were conducted on production, management and marketing that were tailored to the agriculture producer. One regional training for trainers was conducted titled, " Working In Community & Economic Development ". One hundred and eighty-three persons were assisted with developing business plans, while 110 business owners implemented business retention practices. One hundred eighteen businesses expanded and created additional employment opportunities for 92 persons. Cooperating Institutions/Organizations: College of Business - PVAMU; Department of Agriculture, Nutrition and Human Ecology at PVAMU; Cooperative Agricultural Research Center; Texas Cooperative Extension; Small Business Administration; Rural Business - Cooperative Service; Rural Development; local banks; HUD; Lower Colorado River Authority; USDA Rural & Economic Development; and economic development organizations.
- b. Impact - Five hundred and ten jobs were maintained in the 385 businesses assisted. Twenty-two of these businesses expanded, creating an additional 51 jobs. Eighty-one new

businesses were established creating 92 jobs. A total of 143 jobs were created. The total number of jobs increased from 275 to 510.

- c. Source of Funds - Smith-Lever Section 1444 & State Matching funds
- d. Scope of Impact - State Specific

Key Theme - Other – Acquisition and Maintenance of Community Facilities

- a. The program development process and needs assessment surveys conducted by county staff revealed that rural communities were greatly in need of community facilities and services. These needs varied by community and ranged from acquiring facilities and services to maintaining and updating those that already existed in the community. Money to fund these needed facilities and services can only be obtained by establishing 501(c)(3) entities to seek grants. County staff provided the extending link of information connecting resources, grants and funding to the rural communities in which they live and work. Staff responded to 53 communities which revealed a need for basic resources. Information was disseminated to the communities via newsletters, educational meetings and individual visits. Sixty-seven of these communities were provided technical assistance in acquiring needed services and facilities. Cooperating Institutions/Organizations: Rural Development; Texas Cooperative Extension; Department of Agriculture, Nutrition, and Human Ecology at PVAMU; Cooperative Agricultural Research Center; Texas Department of Housing and Community Affairs; local government; Communities Resources Group, Inc; Community Development Block Grant Program; Texas Department of Human Resources and Health; Lower Colorado River Authority; and Office of Rural and Community Affairs.
- b. Impact - As a result of the educational and technical assistance provided by Extension field staff, 8 communities established rural water/sewer systems or repaired, upgraded and expanded existing ones; 11 organized communities acquired and maintained quality volunteer fire and safety departments; 47 communities acquired facilities to conduct meetings and recreational and educational activities, and 35 facilities were established or acquired by groups and individuals to market their products.
- c. Source of Funds - Smith Lever, Section 1444 & State Matching funds
- d. Scope of Impact - State Specific

Key Theme - Community Enhancement

- a. Field staff made a concentrated effort in motivating community residents to enhance their communities and place of residence. Ninety-six educational programs and activities were conducted by staff and community leaders. Field staff developed and conducted 790 programs that promoted community maintenance, improvement and safety. Forty-four communities were organized to implement community improvement and leadership programs. Community leaders assisted in implementing this effort by encouraging community residents to become involved, providing transportation, leading community

projects and involving the media. Cooperating Institutions/Organizations: Texas Department of Housing and Community Affairs; Cooperative Agricultural Research Center; Councils of Governments; Texas Community Improvement Program; county sheriff and police departments; home improvement centers; Texas Cooperative Extension; Main Street local government; Chambers of Commerce; and church leaders.

- b. Impact - As a result of the efforts made to enhance communities and make residents feel better about the places where they reside, the following accomplishments were made. Programs were conducted in 44 of the communities organized that provided community enhancement options, education, recreation and ideas for establishing community safety programs. Forty-one communities improved their appearance. Six hundred and sixty community residents participated in community clean-up and fix-up activities. These included neighborhood clean-up days, rural trash clean-ups, trimming hedges and trees, planting flowers and shrubs, fence line cleaning, and cleaning vacant lots, church grounds, cemeteries and the home landscape. A total of 205 families and individuals adopted home beautification and maintenance practices which included improving and maintaining the landscape, insulating the home, putting on new siding, repairing and replacing the roof, removing mildew from the roof, painting the exterior and interior of the home, fixing plumbing problems, weather stripping, and installing new doors and screens. Twenty communities established and conducted programs that provided educational recreation and a safe environment. Among those were neighborhood watch, family recreation, bike safety, park improvement, fishing and fitness. Eight communities established crime watch programs.
- c. Source of Funds - Smith Lever, Section 1444 & State Matching funds
- d. Scope of Impact - State Specific

Key Theme - Promoting Housing Programs

- a. Cooperative Extension specialists and county staff conducted trainings, housing fairs, and developed news articles and newsletters to provide individuals across the state with current information on home ownership funding and First Time Home Buyers Education. One county assisted residents with education classes that led to credit worthiness and home ownership through a credit union that they established. Three counties held housing fairs that were planned by partnership task forces of state and local agencies-HUD, USDA Rural Housing; local stakeholders; banks, real estate brokers, attorneys, Housing Authorities, FEMA and Independent Mortgage Brokers, etc. Realizing that the two greatest problems for families in obtaining home ownership are credit and ability to deal with the paper work, emphasis is put on helping individuals get ready to apply to funding agencies. Creditable applicants are directed to USDA Rural Housing first because of their low interest rate that helps low income families qualify. A new concept that assists limited income families obtain quality affordable apartments is called Educational Based Housing. The goal of Educational Based Housing is to facilitate the development of families through cooperation with business, industry, government, educational institutions, service organizations and local

agencies and to deliver services to families who are at-risk and who are the working poor. Day care centers and computer labs are located at each complex (so far only three in Texas.) One CEP agent has been instrumental in launching this project. Currently, 23 separate partners are part of this collective endeavor. Cooperating Institutions/Organizations: Rural Development; Texas Department of Housing and Community Affairs; Texas Cooperative Extension; The Department of Agriculture, Nutrition, and Human Ecology at PVAMU; Cooperative Agricultural Research Center; local government; local banks; HUD and Cypress Valley Cooperative.

- b. Impact - More than 1,299 individuals attended educational programs or fairs on housing acquisition sponsored by CEP and supported by TCE, HUD, United Way, USDA Rural Development, funding agencies and small business enterprises. Forty-six persons were assisted with housing loan applications and 23 were approved. Fifty-seven persons utilized governmental housing assistance programs. Twenty-six individuals or families acquired standard/ satisfactory housing. Two Community Housing Development Organizations were established, and two individuals were directed to the Educational Based Housing. The Community Credit Union based on required home ownership and credit classes is prospering in its sixth year.
- c. Source of Funds-Smith-Lever, Section 1444 & State Matching funds
- d. Scope of Impact- State Specific

Key Theme - Leadership Training and Development

- a. Adhering to the belief that, “in union there is strength”, the Cooperative Extension Program continues to recruit and train facilitators for the Community Voices Leadership and Texans in Leadership curriculum programs. The experiences of 12 years with these programs have shown that, not only are communities brought together and projects accomplished, but individuals are developed to their fullest potential. Community Voices organizations continue to meet in two communities providing a catalyst to community clean-up, improved child care, parks, safer neighborhoods and water and sewer needs. Three hundred recruited leaders provided new ideas and vision to neighborhoods. Nine hundred sixty existing leaders continued to work to solve community problems. Leaders see the need to connect, partner and share resources with other key community organizations. Leadership programs are the number one program area that involve the Hispanic population, seeking to develop and integrate their leaders into the community decision making process. Cooperating Institutions/Organizations: Prairie View A&M University; Texas Cooperative Extension; Texas Rural Leadership Program, Inc; Texas Department of Health & Human Services; The Department of Agriculture, Nutrition, and Human Ecology at Prairie View A&M University; Cooperative Agricultural Research Center; Texas Municipal League; Texas Rural Development Council; Area Chamber of Commerce; utility companies and cooperatives; Lower Colorado River Authority; LULAC and other Hispanic coalitions; and community associations.

- b. Impact - Nearly 286 leadership participants became involved in community issues, with 62 working specifically on a community project or a policy issue. Of these 286, five became involved in county or city government, school boards or non-profit organizations. Three leadership graduates were elected to public office. Four communities worked on clean-ups, fix-ups, building renovations, parks, after school tutorial programs and enhanced transportation for rural residents. One county now has an expansive transit system that serves the entire county. New, well trained leaders are still the key to rural plenty. Latinos for College in the Houston ISD has a membership of 48 and still conducts CV training twice a year, including members of their family.
- c. Source of Funds-Smith-Lever, Section 1444 & State Matching funds
- d. Scope of Impact - State Specific

Key Theme - Children, Youth and Families at Risk, Consumer Management, Family Resource Management, Jobs/Employment, Leadership Training and Development, Literacy and Parenting

- a. Family & Consumer Sciences staff have to depend on developing collaborations with a diverse community in order to effectively implement programs which directly relate to the customer base. Collaboration with organizations included: New Bethel Missionary Baptist Church, The Austin Academy, Travis County Health and Human Services, University Hills Library, Houston Tillotson College, Time Warner Cable, Communities In Schools, Hector Garcia Elementary, Temple Public Library, St. James United Methodist Church, Texas Cooperative Extension, Latin American Association, Owens-Franklin Health Center, Wharton County Junior College, Child Protective Services, Dallas Urban League, American Diabetes Association, Fort Bend YMCA, Texas Job Force Program, and Prairie View A&M College of Nursing. There were 1,200 families and individuals who completed non-formal education programs in leadership development, and 44 programs were planned and conducted for senior adults. One thousand thirty-three older adults participated in educational programs.
- b. Impact - Organizations participating in FCS outreach efforts were: Texas Southern University Department of Human Services and Consumer Sciences, Prairie View A&M College of Nursing, The Owens-Franklin Health Center, the Coleman Library, and Texas Cooperative Extension. Five hundred and fifty-two individuals attending non-formal educational programs stated that they have adopted one or more new healthy principles that have changed their behaviors or practices. There were approximately 700 high school students that attended a Tobacco Blowout activity that informed them about the hazards of tobacco products. Of the students surveyed at the Tobacco Blowout, 80% indicated that they would not partake of any tobacco because they learned how it would harm their bodies. Thirty individuals also attended a State Wide Tobacco Prevention Workshop at the Woodlands Resort. By participating in this event, all of the students indicated that they would not use tobacco and they would try and persuade their peers not to use tobacco. These

activities were sponsored by a grant that was awarded to Texas Southern University. Approximately 15 workshops were presented to low income housing individuals on HIV/AIDS Risk Reduction and Awareness. There were about 70 adults who said they would not participate in risky behaviors that would contribute to them becoming HIV positive. Approximately 3,000 Prairie View A&M University students have been reached through activities conducted by peer educators. The students share this information as a result of a grant that the Cooperative Extension Program received from the International Resource Group.

- c. Source of Federal Funds - CSREES, Smith-Lever
- d. Scope of Impact - State Specific

Key Theme - Workforce Preparation-Youth

- a. The Cooperative Extension 4-H Program conducted educational programs and addressed career education (career awareness and exploration, career development, and career decision making), job readiness and preparation and entrepreneurship. These programs are unique in reaching elementary, middle, and high school students to assist them in preparing for the future. Programs such as the Texas Teens Exploring Entrepreneurial Minds (T-TEEM Project), Teen Leadership Connection (TLC), Career Awareness and Youth Leadership Laboratory (CAYLL), and career fairs provided youth with an opportunity to identify positive methods to be productive, empowered, and contributing members of their communities. Workshops, seminars, and educational business and college tours were conducted for youth by trained Extension agents and adult volunteer leaders. Youth had the opportunity to participate in hands-on learning experiences, where they gained new skills and became motivated to pursue career, employment and business goals. These programs served as a focal point for 15 communities striving to provide the necessary tools to assist young people in identifying and achieving economic stability. Cooperating institutions included the College of Business at Prairie View A&M University, local school districts, Texas Cooperative Extension, Texas Education Agency, National Coalition for Empowering Youth Entrepreneurs Inc., KidsWay and local churches, USDA agencies and the Texas Workforce Commission.
- b. Impact- A total of 3,824 youth were engaged in business workshops, seminars, and trade shows. Trained teachers from the T-TEEM project conducted a Business Competition and Trade Show with youth who participated in the project in school. Twenty-eight youth teams exhibited their marketing skills and entrepreneur strategies, and their business plans were judged. In 12 of the 18 counties reporting, approximately 1,500 youth and adults participated in career fairs, seminars and workshops at the county level. Approximately 60% of the participants improved their interviewing skills, resume writing, telephone etiquette, and proper dress for success via entrepreneur education. At the state level, a total of 229 youth and adults were involved in the CAYLL. This program gave youth an opportunity to gain knowledge about campus life, careers in agriculture and natural resources and related areas. Youth were also exposed to entrepreneurship concepts, identified their business

interests, learned how to write business plans and began using skills learned in operating their own businesses. A statewide trade show was also conducted at CAYLL and State 4-H Roundup, where 25 youth exhibited products and services available to enhance their business program. As a result of youth participating in these activities, 90% were exposed to college life for the first time, 60% identified an educational and career goal, and 40% changed their attitude from taking a job to creating a job. All of these activities increased the likelihood that these youth would further their education, acquire a successful career and become business owners.

- c. Source of Funds- Smith-Lever, Section 1444, State Strengthening Grant USDA-CSREES, and State Matching funds.
- d. Scope of Impact - State Specific

Key Theme - Other – 4-H Volunteerism and Mentoring

- a. To ensure strong educational programs for youth it is imperative that volunteerism and mentoring among adults are implemented. The 4-H & Youth development staff conducts educational programs to encourage adults to become volunteers and mentors. Programs are conducted regularly with public school teachers, community leaders and parents. These programs focus on team building, forming supportive relationships, understanding roles of volunteers, mentoring others, recruiting volunteers, and understanding and working with diverse audiences.
- b. Impact - A total of 491 adult volunteers worked with approximately 7,869 youth. Eighty percent of the volunteers who worked with youth gained an appreciation for making a difference in the lives of young people. Over 30 percent of the volunteers developed strong interests in teaching youth. Forty-one percent of the enrolled youth formed a mentoring relationship with an adult.
- c. Source of Funds - Smith-Lever, Section 1444 & State Matching funds
- d. Scope of Impact - State Specific

Key Theme - Other – 4-H Life Skills Development

- a. The Cooperative Extension Program's professional 4-H staff is committed to conducting educational programs that enhance life skills development for Texas youth. Through a number of educational programs conducted at the county and state levels, youth were given opportunities to develop effective interpersonal and communication skills. Youth also learned to build positive relationships with adults and peers, changed attitudes and behaviors, and demonstrated ethical, social and moral responsibilities, while developing strong character. Texas teens learned to manage and handle conflicts through participating in after school projects such as Teen Leadership Connection. Youth also learned to accept cultural differences while understanding their own. Workshops, seminars, teen retreats, lock-ins and

school enrichment programs were conducted that incorporated life skills development. Cooperating agencies, institutions and organizations included Prairie View A&M University, local division of social work, College of Agriculture and Human Sciences, Independent School Districts, Communities in Schools, and city, local, community and social agencies.

- b. Impact - A total of 2,719 youth participated in life skill programs. A total of 175 adults were trained to implement programs in churches, community centers and neighborhood schools. As a result of the youth participating in the county and state level programs focusing on life skills, it was found that 80% of the participants improved skills in communication; 60% of the participants learned skills in managing their anger and negotiating; 80% of the participants learned to make sound decisions; and 82% changed their levels of aggressive and delinquent behaviors. A total of 60% demonstrated ethical, social and moral responsibilities by making sound life choices.

A total of 530 youth participated in the Bexar County TLC inner-city project. Twenty-five trained TLC master volunteers conducted the program in churches, community centers, and neighboring schools. As a result of the youth participating in this project, it was found that 85% of the participants improved skills in communication, learned skills in managing their anger and negotiating; 80% learned to make sound decisions, and changed their level of aggressive and delinquent behaviors. Teachers and parents also observed students who changed their attitudes.

- c. Source of Funds - Smith Lever, Section 1444, Kronkosky Foundation and State Matching funds
- d. Scope of Impact - State Specific

Key Theme - Other – 4-H & Youth Agriculture and Natural Sciences

- a. Educational programs in agriculture, horticulture, natural resources, environmental stewardship and camping focused on animals and management, renewable natural resources, gardening, nature trails, water quality, lawn maintenance, food production, farm safety, wildlife and camping. Activities included hiking, method demonstrations, illustrated talks, hands-on learning experiences and educational tours that complemented natural science projects. The process of conducting these programs required collaboration with many entities outside of the CEP including the Prairie View College of Agriculture and Human Sciences, Texas Cooperative Extension, Texas Department of Agriculture, Department of Parks and Wildlife, United States Forest Service, and many local and private groups.
- b. Impact - As a result of participating in these programs, a total of 3,148 youth and 155 adult volunteers from 22 rural and urban counties enrolled in animal care projects. These participants showed improved management and marketing practices. Because of participation in a statewide Goat Kid Giveaway program, a total of 198 youth exhibited evidence of

improved animal and health care practices. Fifteen trained volunteer leaders and staff developed programs and workshops that taught both youth and adults how to manage their horticulture resources. Eighty percent of the enrolled 4-Hers acquired knowledge about food safety, preservation and preparation, pest management, conservation and ecology. A total of 2,292 youth increased their appreciation for natural resources and environmental management. Five hundred twenty-four youth participated in a residential and outdoor camping program that promoted wildlife and natural resources, ninety percent of the youth gained an appreciation for outdoor programs that included natural sciences, forestry and aquatic sciences, and the youth also participated in programs that taught leadership, communication skills, social skills, computer technology, and personal safety. Seven hundred youth participated in 4-H Sports Fishing programs conducted through summer programming at the H. S. Estelle 4-H and Youth Camp and in Harris and Bexar counties.

- c. Source of Funds- Smith-Lever, Section 1444, State Strengthening Grant USDA-CSREES, and State Matching funds
- d. Scope of Impact - State Specific

Key Theme - Leadership Training and Development

- a. The 4-H & Youth Development Program staff planned and conducted educational leadership training sessions for youth and adults. These sessions provided youth and adults with the necessary skills to become effective community leaders, 4-H club leaders, mentors and 4-H teen leaders in their communities. These trainings also promoted leadership and citizenship skills through innovative techniques that enhanced social responsibilities, processes and structure for democracy. By youth and adults participating in these trainings, they were empowered to become 4-H club leaders, conduct school enrichment programs, lead special interest groups, assist in the conduct of the Annual Career and Youth Leadership Laboratory (CAYLL), Annual 4-H Kid-Goat Giveaway Project, State 4-H Goat Judging Contest, 4-H Teen Leadership Connection (TLC) and Community Bike Project and Texas Teens Exploring Entrepreneurial Minds (T-TEEM) Project. Volunteering and mentoring were the key elements in building resilient, productive, and self directed individuals.
- b. Impact - The leadership training and development sessions reached a total of 1,571 4-H youth in 19 rural and urban counties throughout Texas. One thousand five hundred thirty-nine 4-H'ers participated in leadership retreats, leadership laboratories, and local, state and national 4-H events. Approximately 500 4-H'ers completed community service projects that enhanced their ability to become productive and responsible citizens. Seventy percent of youth involved in school enrichment programs improved relationships with their families and communities. Forty-eight percent improved workforce skills. Eighty-five percent of the enrolled 4-H youth reported enhanced academic skills in leadership.
- c. Source of Funds - Smith-Lever, Section 1444, Kronkosky Foundation, State Strengthening Grant USDA-CSREES and State Matching funds

d. Scope of Impact - State Specific

SCIENCE AND EDUCATION IMPACT

The Cooperative Extension Program at Prairie View A&M University participates in the Science and Education Impact writing process. The 2002 impacts are attached and Prairie View impacts are highlighted.

STAKEHOLDER INPUT PROCESS

The program development process in Texas is designed to obtain collective stakeholder input from a broad spectrum including people who are not serving on Extension committees. This extensive process is conducted every four or five years and serves as the basis for the development of long range county and state plans. At the county level, Extension agents draw from the long range plan and establish program committees to plan, implement and evaluate Extension educational programs and activities which fall in the realm of their responsibility. Each program committee meets a minimum of two times per year to assess the programs and activities that have been conducted to address the issues and problems identified through the program development process and plan future programs. The committees also discuss emerging issues and advise on how they should be addressed. Committee members identify programs and activities to be included in the Extension agents plan of work.

Each county conducts an annual meeting which includes all of the program committees that make up the Extension program council. This meeting also includes the executive board (i.e., president, vice president, etc.). The chairperson of each program committee gives a report on the accomplishments for the past year and discusses goal attainment and future directions.

The program development process is continuous in Texas. It is a requirement that it be executed at the county, district and state levels.

PROGRAM REVIEW PROCESS

The merit review process was conducted as outlined in the 5-Year Plan of Work. There were no significant changes made to the plan of work.

EVALUATION OF THE SUCCESS OF MULTI AND JOINT ACTIVITIES

The planned programs that were developed resulted from the program development process explained under the "Stakeholder Input" process. These programs were developed based on the critical issues and problems within those issues that were identified as priority and needing to be addressed.

Each program addressed issues and problems that ranked high among stakeholders and clientele in the program development process. The Extension Program Council in each county which is composed of program committees and task forces directed county staff in developing annual performance plans or plans of work. These plans supported or, in most instances, coincided with many of the State programs as well as addressed other local issues and problems. The planned programs did address the critical issues of strategic importance.

The planned programs of the Cooperative Extension Program at Prairie View A&M University are targeted at reaching under served and under represented populations of the State, and results are based on the needs of these populations. Evidence shows that significant impacts were made in addressing many of the priority needs of clientele in these groups. In addressing the needs, clientele in these groups have shown many desired changes and are improving their quality of life. Clientele have shown positive changes in behavior and attitude; adopted recommended practices; increased household and farm incomes; improved their living conditions; improved their health status; enhanced their neighborhoods and communities; and their overall situation which is shown through many other impact indicators as well as by their participation in the planned programs of the Cooperative Extension Program.

Improved program effectiveness and efficiency were accomplished. Program leaders planned and conducted trainings on the planned programs to acquaint staff with their content and resources available to assist them. This approach created a unified understanding and proved to be very helpful to staff in conducting work related to the planned programs.

The planned programs of the Cooperative Extension Program were developed with the intention of involving other institutions, agencies and organizations in implementing many of the planned activities. Texas Cooperative Extension; various teaching, research and outreach units at Prairie View A&M University; and other State, local agencies and organizations assisted in the conduct of programs lead by the Cooperative Extension Program. The clientele were better served using this approach.

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SCIENCE & EDUCATION Impact

Benefits from USDA/Land-Grant Partnership

- the Tobacco Risk Awareness Program. More than 500 middle school students have been trained as peer educators for elementary students. Seventy-eight percent of the more than 1,000 third through fifth graders participating in the program now are aware of the health hazards associated with tobacco. A peer leader said, "Not only have I learned about tobacco prevention, I've also learned about being a leader. I have taught kids about the dangers of smoking."
- **Aspiring business owners.** Teens in Texas are performing better in school since they participated in Texas Teens Exploring Entrepreneurial Minds. **Prairie View A&M** Extension's pilot program trained more than 270 youth to own and operate their own businesses. Twenty-two participants displayed their businesses at a trade show for middle school students and the public. Teachers, parents and community business owners collaborated on the project. It has enabled these youth, once on the verge of dropping out of school, to develop leadership and business skills and improve their self-esteem.
 - **Investing in youth.** A 1999 survey by the American Savings Education Council found that 55 percent of all college students and 7 percent of high school students have a major credit card. To help students understand financial planning, and to learn the difference between wants and needs, **Mississippi State** Extension conducted 4-H financial planning for more than 3,000 high school students. Lessons teach students about the basics of financial planning, personal budgets, check writing, deductions on paycheck stubs, taxes and credit. These students are now "MoneySmart" as required by Mississippi law. Using a different approach, **Maryland Eastern-Shore** 4-H teaches high school students about consumer issues with LifeSmarts, an Internet-based game show competition. In 2001, Maryland won the national competition for the second year and hosted 733 student teams. **West Virginia** Extension's High School Financial Planning Program improved the financial management practices of more than 500 students, according to evaluations.
 - **Water-saving solutions.** Conserving water as a natural resource has allowed more than 11,000 students to take a ride on **Virginia's** Water Wizard Van. The mobile unit used to teach water resource education is rotated to the six 4-H centers and targets preschool to seventh graders. One student said, "We didn't have to take a field trip to learn about water." Teachers say the program is great hands-on experience. **Delaware** Extension's approach to preserving water resources begins with educating youth about ways to protect the soil and water. About 150 8- to 12-year-olds are learning the importance of water and soil to daily survival during its 4-H camps. Students increased their knowledge of basic water and soil principles by 30 percent after participating in the hands-on activities that included developing a garden to educate the community about the importance of soil testing and reducing fertilizer use on lawns and gardens.
 - **The great outdoors.** Fifty high schools students are more interested in forestry and natural resources careers after doing hands-on activities at South Carolina's Natural Resources Career Camp. With funding from the USDA Forest Service, **South Carolina State** Extension conducted the camp to increase minority student enrollment in natural resources fields. About 95 percent of the participants increased their knowledge of forestry careers.



Cooperative State Research, Education,
and Extension Service
United States Department of Agriculture

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April 2002

SCIENCE & EDUCATION Impact

Benefits from USDA/Land-Grant Partnership

Proud Parents

Strengthening families leads to productive parenting.

Today's families face all sorts of challenges and stresses. From child care worries to low literacy and from child abuse to poor parenting, American families are dealing with many issues. USDA and the Land-Grant University System provide research and educational programs that help clients strengthen parenting, caregiver and social skills.

Payoff

- **Partners in parenting.** Nevada Extension established Partners in Parenting after research showed the state has one of the highest rates of child abuse in the country — one case reported for every 40 children. Reports show a 9 percent decrease of child abuse or neglect cases among high-risk mothers participating in the program. The program serves 700 Las Vegas families. Georgia Extension helps parents in Glynn County combat skyrocketing teen violence. A 10-week parenting class helped 20 parents strengthen bonds with their children, leading to improved school attendance, better grade-point averages and minimal disciplinary problems.
- **Educational TIPS are important.** Louisiana State Extension uses Teaching Interactive Parenting Skills or TIPS to help parents with children from infancy to 12 years old understand normal child development and adolescent behavior. One parent in the program said, "I raised my older children and they turned out fine, but with this younger generation I can use some help. TIPS is providing me with the help I can use." In Texas, Prairie View A&M Extension provides information to support and assist 90 grandparents who are parenting their grandchildren in five counties. At least 80 percent of these grandparents use the information and contact agencies referred to them for assistance.
- **Dads make a difference.** Researchers at Maryland Extension found data to indicate that the state's teenage birth rate ranks 25th nationally. Dads Make a Difference helps male and female teens, 16 to 18, learn about father and child interaction, abstinence from sex to avoid teenage pregnancy and the responsibility of child rearing. To date, 29 adults and 142 teens have been trained with

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SCIENCE & EDUCATION Impact

Benefits from USDA/Land-Grant Partnership

184,666 elementary school students while 17,000 preschoolers received Character Critters, a series of cartoon characters that illustrate the six pillars. Character Counts! also has been credited with improving classroom behavior. A **Purdue** youth educator says a survey of teachers and administrators in Indiana's Carroll County indicates most teachers found the Character Counts! students were more responsible, cooperative and respectful. **Arkansas** has introduced the program to 300 schools in 41 counties, reaching more than 55,656 students two years ago. **Alabama** is gearing up for the program, with trained staff in each of the state's 67 counties. Forty school-teachers also have been trained in delivering the program.

- **Service learning.** Early involvement in community service has been shown to lead to higher levels of civic involvement as adults. Service learning has been a cornerstone of modern 4-H activities, resulting in beautification projects, teen mentoring programs and other valuable endeavors. Following Sept. 11, **Missouri** 4-Hers raised more than \$17,000 in less than a month for the New York 4-H Foundation through the 4-H Kids Helping Kids campaign. More than 64,000 **Tennessee** 4-Hers and adults conducted more than 1,160 service learning projects in 2001. When an area drought lowered water levels, 60 **Georgia** 4-Hers in Coweta County hit the shore, cleaning up 39 tires, three shopping carts and 12 truck loads of trash.
- **Community compassion.** Helping others grows good kids. **Missouri** 4-Hers in Jasper County have pioneered a program to produce weighted blankets and jackets that help soothe autistic children. The club also made an instructional video for other 4-H clubs that want to get involved. **Mississippi** youth at the state 4-H congress raised \$1,000 for the Ronald McDonald House. **Tennessee** youth turned a \$5,000 grant into \$10,000 by purchasing and raising livestock and volunteering at a local food bank.
- **Prepared for employment.** A national 4-H educational initiative has made workforce development a priority. **Tennessee** 4-H agents trained 14,286 young people in 45 counties how to transition from school to work last year. A **Prairie View A&M** program in **Texas** for 167 teen-agers paid off when they went

home – 62 participated in a local entrepreneurship project and 17 joined or started a business project. 4-H alumni in **Nebraska** say 4-H skills serve them well in business, citing public speaking skills and self-confidence as factors in their success. A program in **Delaware** for 50 high school students helped them learn and earn \$41,979 for 7,159 hours of work over the summer. **Rutgers** Extension helped 4-Hers create their own opportunities, teaching them to operate their own farmers markets at USDA food assistance sites in two counties. More than 300 New Jersey youth have been trained in business skills and customer relations.

- **Class acts.** Rather than rely on scare tactics, a **Purdue** school enrichment program teaches the financial and social costs of drunk driving, reaching 20,000 Indiana teens. A **Washington State** 4-H reading enrichment program helped 140 middle school students improve reading abilities by one to five grade levels.



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