



# UNIVERSITY OF MAINE

## Cooperative Extension

*Putting Knowledge to Work for the People of Maine*

Date: June 4, 1999

To: George Cooper, Deputy Administrator for Partnerships

From: Lavon Bartel, Director  
Fran Sulinski, Statewide POW Coordinator

*Lavon Bartel*  
*Fran Sulinski*

Re: Submission of the Plan of Work

The attached original and two copies are the 5-Year Plan of Work, October 1, 1999 – September 30, 2004 for University of Maine Cooperative Extension (UMCE).

UMCE's 5-Year Plan of Work includes:

- a matrix which lists the five CSREES goals, the three Maine state-wide issue areas and UMCE performance goals
- each performance goal (in template form) with program information
- projected expenditures
- UMCE Process For Receiving Stakeholder Input
- Multi-state and Integrated Research and Extension Programs
- How Research and Extension Activities will Address Critical Issues
- Collaboration with Other Institutions of Higher Education
- Current and Emerging Multi-County Program Initiatives
- Merit Review Process

Our process included having Fran Sulinski act as state coordinator for the POW with the Director, Lavon Bartel, having final review and check off of the document.

We have an unresolved issue is with regard to the way in which multi-state efforts must be presented. As per an e-mail from Bart Hewitt on June 1, 1999, it was not known if specific financial data related to multi-state plans was required. It is our understanding that a small group will be meeting to clarify this as well as other issues related to planning and reporting. We anxiously await this guidance and the naming of the CSREES Plan of Work Review Coordinator assigned to Maine.

Thank you.

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**MAINE**  
Cooperative Extension

Plans of Work  
2000-2004

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## Identification of Critical Issues in the State: University of Maine Cooperative Extension Plans of Work

The University of Maine Cooperative Extension (UMCE) developed an electronic Plan of Work template for staff to use during the Plan of Work process. This template allowed staff to compile data gathered during the Plan of Work process and come up with plans that can easily be reported to and reviewed for impacts in the future.

The UMCE Plan of Work template contains the following (listed in order of appearance):

**Statewide Issues** of strategic importance to Maine people and corresponding **Statewide Performance Goals** (target levels of performance) are listed. The five national goals (CSREES) on which the UMCE statewide issues and performance goals are based are referenced by number.

**Outcome indicators** to assess the results of a program activity compared to its intended performance goal are defined. Specific, measurable outcome-based objectives (expected behaviors and impacts) are listed with projected quantifiers for fiscal years 2000-04.

The **Key Program Components**, or major objectives included in the work to be conducted, are identified. Proposed program initiatives to achieve the performance goal are described in short statements about strategies, innovations, materials and technology (existing or in need of development) in tandem with the proposed program duration (short term = less than one year; intermediate term = one to five years; long term = more than five years).

**Output indicators** that measure the products or services produced by the program listed. Projected activities and efforts are recorded in a quantitative manner for fiscal years 2000-04.

**Outcome Indicators: Audiences** (target audiences) are specified. Stakeholders, customers and/or consumers for whom the program is intended are identified, giving attention to under-represented as well as under-served populations for the fiscal years 2000-04.

**Evaluation Methods** of proposed activities are described for the fiscal years 2000-2004.

**Program Linkages** (internal and external linkages) are described. County, multi-county, state, multi-state, institutional and multi-institutional activities are defined.

**Days Allocated to this Performance Goal** (allocated resources) are totaled for fiscal years 2000-04.

# UMCE Plan of Work Template

Complete and print out a separate template for *each* appropriate Performance Goal.

Submitted by:

STATEWIDE ISSUE Area of broad public concern	CSREES Goal #	STATEWIDE PERFORMANCE GOAL <i>(Check one box at right)</i> <i>(What is your goal? Write what will be achieved to address the corresponding issue.)</i>		
<b>Enhancing Economic Opportunity</b>  Relates to CSREES Goals #1, 5				
<b>Managing Agriculture, Natural Resources and the Environment</b>  Relates to CSREES Goals #1, 2, 4				
<b>Encouraging Lifelong Wellness</b>  Relates to CSREES Goals #2, 3, 5				

OUTCOME INDICATORS: Behaviors and Impacts <i>(What are your objectives? Write specific, measurable outcome-based objectives.)</i>	Fiscal Year <i>(Write in numbers.)</i>				
	2000	2001	2002	2003	2004

To add outcome indicators, right click anywhere on the bottom row. Choose "Insert rows."



KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)	Duration (How long will it take? Check only the most appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (5 years or more)
Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?			

To add key program components, right click anywhere on the bottom row. Choose "Insert rows."

OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of consultations					
Number of workshops/events					
Number of people attending the workshops/events					
Number of groups formed (ad hoc or formally organized)					
Number of people involved in groups formed					
Number of volunteers trained					
Number of publications written					
Number of publications distributed					
Number of issues of newsletters written					
Number of people receiving newsletters within a year's time					
Number of audio visual resources developed (video, slides, displays)					
Number of articles in news media					
Circulation of articles in news media					

To add output indicators, right click anywhere on the bottom row. Choose "Insert rows."

OUTCOME INDICATORS: Audiences (fiscal year 2000)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

To add outcome indicators, right click anywhere on the bottom row. Choose "Insert rows."

OUTCOME INDICATORS: Audiences (fiscal year 2001)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

To add outcome indicators, right click anywhere on the bottom row. Choose "Insert rows."

OUTCOME INDICATORS: Audiences (fiscal year 2002)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

To add outcome indicators, right click anywhere on the bottom row. Choose "Insert rows."

**OUTCOME INDICATORS: Audiences (fiscal year 2003)**  
 (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

To add outcome indicators, right click anywhere on the bottom row. Choose "Insert rows."

**OUTCOME INDICATORS: Audiences (fiscal year 2004)**  
 (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

To add outcome indicators, right click anywhere on the bottom row. Choose "Insert rows."

**EVALUATION METHODS:**

(How will you evaluate your activities? Write your methods. For example: surveys, observations, pre- and post-tests.)

	Fiscal Year				
	2000	2001	2002	2003	2004

To add outcome indicators, right click anywhere on the bottom row. Choose "Insert rows."

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, LIM departments.)	Level (Write in number of days.)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional

To add program linkages, right click anywhere on the bottom row. Choose "Insert rows."

DAYS ALLOCATED TO THIS PERFORMANCE GOAL (How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)					
Fiscal Year	2000	2001	2002	2003	2004
# of Days					

Date:

**The Three UMCE Statewide Issues  
and Their Relationship with the  
Five CSREES Goals**

CSREES GOALS	UMCE STATEWIDE ISSUES	UMCE PERFORMANCE GOALS
<p>Goal #1: An agricultural system that is highly competitive in the global economy.</p>	<p>Managing Agriculture, Natural Resources and the Environment</p> <p>Enhancing Economic Opportunity</p>	<p>Agricultural producers will begin to develop more sustainable agricultural operations by increasingly integrating crop and livestock operations and understanding financial, environmental, and social risks associated with livestock and crop/vegetable production.</p>
		<p>Farm profitability will increase through development of new agricultural markets and products and through implementation of improved farm management skills.</p>
		<p>Maine youth acquire employable and entrepreneurial skills to achieve personal financial goals. <i>(Also included in CSREES Goals #4 and #5)</i></p>
<p>Goal #2: A safe and secure food and fiber system</p>	<p>Encouraging Lifelong Wellness</p>	<p>Maine residents involved in food harvesting, processing, donation, preparation and service (including occasional quantity/volunteer cooks) will reduce the potential of foodborne illness.</p>
		<p>Maine consumers will apply proper food handling skills in selecting and preparing safe and wholesome food.</p>
		<p>Maine consumers will implement current safe practices in canning, freezing and/or drying methods to preserve food.</p>
		<p>Maine food producers and processors (poultry and fish farmers) will practice pre-harvest food safety based on Total Quality Management (TQM) and Hazard Analysis and Critical Control Points (HACCP) principles to ensure their products' safety and quality.</p>
		<p>Maine limited income consumers will apply proper food handling skills in selecting and preparing safe and wholesome food.</p>
		<p>Goal #3: A healthy, well-nourished population</p>
<p>Maine people will make dietary changes to reduce the risk of chronic disease. Maine limited-income people will make dietary changes to reduce the risk of chronic disease.</p>		
<p>Maine people achieve food security by the ability to access nutritionally adequate and safe food.</p>		
<p>Participants in UMCE's Limited-Income Nutrition Programs will increase in self-reliance/self-initiative, positive family relationships, family involvement, community involvement and positive reading habits.</p>		
<p>Goal #4: An agricultural system which protects natural resources and the environment</p>	<p>Managing Agriculture, Natural Resources and the Environment</p>	
		<p>Maine citizens will understand how surface water and groundwater systems function, better understand the threats to water resources, and take actions to protect Maine's natural resources.</p>
		<p>Maine agricultural producers, private businesses, municipalities and residents will compost residual organic materials to enhance nutrient management, improve soils and reduce the solid waste stream in the state.</p>
		<p>Maine citizens will be exposed to and encouraged to adopt practical, sustainable, research-based horticultural practices, which will improve their home gardening success and lead to improved health and quality of life. The delivery of this information will foster an understanding of Maine agriculture.</p>
		<p>Maine youth acquire the knowledge and skills to protect the natural environment and conserve natural resources. <i>(Also included in CSREES Goal #5)</i></p>

CSREES GOALS	UMCE STATEWIDE ISSUES	UMCE PERFORMANCE GOALS	
<p>Goal #5: Enhanced economic opportunity and quality of life for Americans.</p>	<p>Enhancing Economic Opportunity</p>	<p>Maine people will learn about business resources as a result of attending UMCE educational programs. <i>(Also included in CSREES Goal #1)</i></p>	
		<p>Encouraging Lifelong Wellness</p>	<p>Potential and existing small business owners will evaluate reliable information and make appropriate decisions regarding start-up, continuance or expansion of their business. <i>(Also included in CSREES Goal #1)</i></p>
			<p>Potential and existing small business owners will learn business management techniques and they will utilize this information to improve their business management practices. <i>(Also included in CSREES Goal #1)</i></p>
			<p>UMCE will initiate collaborative efforts and cooperative partnerships with other business-assist organizations in Maine.</p>
			<p>Small and home-based business owners will assess their business needs and define goals to enhance their personal leadership in creating successful, profitable and socially conscious businesses.</p>
			<p>UMCE is a leading organization in Maine parent educator training and is a central access point to research-based materials for supporting parent educators.</p>
			<p>Adults statewide will support healthy child development and positive parenting skills.</p>
			<p>Adults and families will engage in positive development and growth-enhancing relationships.</p>
			<p>Maine youth acquire employable and entrepreneurial skills to achieve personal financial goals.</p>
			<p>Maine youth develop the skills to become responsible citizens and effective leaders.</p>
			<p>Maine youth treat themselves and each other with respect and help create a safe environment in which to live and grow.</p>
			<p>Adults and older youth involved in Extension youth programming demonstrate and teach the knowledge and skills necessary to support positive youth development by acting as positive role models and by respecting the needs, rights and dignity of the youth with whom they work.</p>
			<p>Maine youth aspire to reach their full potential.</p>
<p>Maine individuals and families develop and maintain the necessary resources to sustain a desired way of life. <i>(Also included in CSREES Goal #3)</i></p>			

## **CSREES GOAL #1:**

**An agricultural system that is highly competitive in the global economy.**

### **Situation Statement**

**Specific Plans of Work (in template format) for the following UMCE Performance Goals:**

- **Agricultural producers will begin to develop more sustainable agricultural operations by increasingly integrating crop and livestock operations and understanding financial, environmental, and social risks associated with livestock and crop/vegetable production.**
- **Farm profitability will increase through development of new agricultural markets and products and through implementation of improved farm management skills.**
- **Maine youth acquire the knowledge and skills necessary to practice sustainable agriculture. *(Also included in CSREES Goals #4 and #5)***



## **FY2000-FY2004 UMCE Situation Statement for**

**CSREES Goal #1: An agricultural system that is highly competitive in the global economy.**

**CSREES Goal #4: An agricultural system which protects natural resources and the environment.**

According to the National Agricultural Statistics Service, Maine had 5,810 farms in 1997. These commercial farms utilized 1,211,648 acres of land with the average farm being 209 acres in size. This represents a four- percent decrease in average farm size since 1992. Approximately 540,000 acres were in cropland. The total cash receipts for Maine farms was \$481,446,000. Of this amount, potatoes and dairy represent the largest commodities in Maine. Together, they account for 40 percent of the cash receipts. Other large operations in aquaculture, fruit and vegetables, wild blueberries, livestock and the greenhouse and nursery industries account for 36 percent of the cash receipts. There are a few significant egg producers that account for 17 percent of the cash receipts. The remaining 7 percent of sales are in a wide variety of enterprises.

Small, diversified farms are important part of Maine's agricultural network. 87 percent of Maine farms had less than \$50,000 in annual sales in 1997. Sole proprietors, providing a significant portion of total household income to many Maine families, own 87 percent of Maine farms. However, the financial status of many Maine farms is poor. Farmers are now struggling with a debt/equity ratio of more than 70 percent, meaning that of the total asset base on these farms, only 30 percent are owned by the farmers without debt. The remainder is held by outside lending interests. The problem may be due in part to the focus of larger farms on only a few major enterprises. This lack of diversification, while entirely suitable as a management practice, focuses all of the farm financial risk over a limited number of income sources. As a result, a poor financial return from one of the enterprises has a greater impact on overall farm performance than would be the case with greater diversification. This situation creates the need for developing management strategies that result in more efficient use of resources. The need to sustain the environment while maintaining farm profitability leaves little room for business or production error. Successful farmers of the future must develop business and credit plans, and be able to monitor progress toward their financial goals. They must also adopt production and pest management strategies that optimize crop value while producing a sustainable, productive future for the land and water.

To better coordinate the educational outreach and research being conducted at the University of Maine in support of Maine agriculture, the Maine Agricultural Center was established in January, 1999. This center is a combined effort of the UMCE and the University of Maine Agricultural and Forest Experiment Station, with oversight by a stakeholder advisory group, the Board of Agriculture.

The agricultural communities of Maine have an organized group to discuss and work on issues that are relevant to all Maine farmers. The Agricultural Council of Maine has established *A Strategic Plan for Maine Agriculture* in December 1998. The plan has five goals:

1. To increase market opportunities for Maine agricultural products.
2. To provide Maine farms with access to research, information and training needed for continued growth and success.

3. To enable Maine farmers to produce high-quality food and fiber in economically sustainable and environmentally sound production systems.
4. To heighten public awareness of the contribution of a viable agricultural industry to the State of Maine.
5. To sustain the state's agricultural industry by keeping farmland in production and supporting the next generation of Maine farmers.

The Maine Department of Agriculture, Food and Rural Resources has initiated an effort to expand its support for the marketing and production of Maine agricultural products. Funding to support this effort is being sought in the 119<sup>th</sup> Maine Legislature.

To reach female and under-served audiences in the agricultural community, a group was formed in 1998. The Women's Agricultural Network has a small but growing membership that is seeking to enable more women and other traditionally under-served individuals to own/operate profitable small farms and agricultural related enterprises.

The management of on-farm soil nutrients is an issue that has resulted in state legislation requiring that farms with 50 animal units (one unit = 1000 lbs.) or larger to have a certified nutrient management plan in place by 2003. The issue has brought public policy, right to farm, and other community and agricultural issues to the forefront of the farming and legislative agendas.

New commodities are coming to Maine agriculture. In recent years, non-traditional enterprises have emerged. Cranberries and deer farming are two examples of new agricultural enterprises in Maine. With each new industry, comes the need for educational support, research and funding.

Compost is organic matter. It provides soil life for healthy plant growth to occur. Many of our cropland soils have lost much of their organic matter and benefit from having added compost. It has been shown that compost can suppress disease in plants and crops with none of the negative side effects of pesticides. This can help reduce pesticides in the environment and make our food supply safer. Fifty percent of all disposable waste in the United States is made up of organic materials. Only three percent of this waste is currently being recycled into the soil by composting.

Home gardening is one of the most popular activities of Maine citizens, providing them with recreational, environmental, aesthetic and nutritional benefits. Yet, some of these people lack background and skills necessary to be consistently successful in this pastime. Educational resources and activities are needed by the public to increase the success of these efforts and increase public understanding of agriculture and food safety.

Forests now cover nearly 90 percent of Maine's land area. Even in the most urbanized counties, forests cover 75 percent of the landscape. In total, Maine forests now occupy virtually the same amount of area they did in pre-settlement times. In a predominately rural state, the forest provides more than 50,000 jobs, with an annual industry payroll of nearly 600 million dollars. The forest products that are produced add 7.5 billion dollars to the state's economy. Of this, forest-based tourism and recreation contribute 1.7 billion dollars. Maine's forest is 95 percent privately owned. Small, non-industrial private forestland owners own approximately 50 percent of the forestland, with the balance owned by forest industries.

Wood is Maine's major industrial material. Citizens are subjected to a profusion of often conflicting information about what they can do to help protect forest resources and the environment. As public understanding of our environment and forest resources grows, people can better appreciate the need to manage these resources across ecosystems and diverse community needs. Complex social, and economic forces often lead to competing and conflicting uses of Maine's forest.

The goals of the agricultural and natural resources program of UMCE are designed to meet the educational needs of Maine's agri-industry and foster knowledge and skills so producers and gardeners can be successful. Development and implementation of such strategies will greatly improve the long-term viability of agriculture in Maine and help many Maine citizens achieve their personal, family and business goals.

Producers are identified in this document to include those managing agricultural and forest-related production enterprises; aquaculture businesses and marine fisheries; Christmas tree; and maple syrup operations; and nursery, landscape, greenhouses, and turf businesses. "Agriculture" is used to refer to these diverse industries.

**PERFORMANCE GOAL: Agricultural producers will begin to develop more sustainable agricultural operations by increasingly integrating crop and livestock operations and understanding financial, environmental, social and risks associated with livestock and crop/vegetable production.**

OUTCOME INDICATORS: Behaviors and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.)	Fiscal Year				
	2000	2001	2002	2003	2004
Agricultural producers will practice resource conservation methods.	5	20	20	20	20
Agricultural producers will participate in community management initiatives.	10	40	40	40	40
Community members will teach others about marine resource issues.	20	20	20	20	20
Community groups will initiate marine resources conservation strategies.	1	2	2	2	2
Crop and livestock producers will increase integration of operations.	10	28	40	45	45
Producers will adopt alternative crops to reduce pesticide inputs, increase rotation length, and increase soil organic matter.	10	15	20	20	25
Producers will use new technologies.	140	260	260	260	260
Producers will adopt sustainable animal husbandry practices.	130	250	250	250	250
Small farms will diversify.	3	5	10	10	10
Producers will evaluate soil health.	5	10	15	15	15
Farmers will implement sustainable agricultural practices.	10	10	10	10	10
Greenhouse industry will organize liaison group to speak on behalf of entire industry and conduct industry-wide projects.	9	9	9	9	9
Maine green industry members who attend New England Greenhouse Conference will increase by 10% each conference.	132	-	146	-	161
50% of growers consulted with one-on-one will implement sustainable techniques based on consultation.	25	25	25	25	25
General public will understand and support production agriculture.	20000	20000	20000	20000	20000

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)  Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (5 years or more)
Penobscot Bay Network members		X	
Penobscot Bay Marine Volunteers		X	
Other marine Extension projects (than those listed above)		X	
Organizational Development consultation	X		
Answer questions related to manure and potato production.		X	
Work with a group of interested producers to educate them on the capabilities of integration.		X	
Answer weed control questions related to using manure in potato production.		X	
State Livestock Team will continue to assist counties with livestock questions.		X	
Hold sheep open house at the University of Maine Witter Agricultural Research Farm, Old Town.	X		
Work with various livestock groups to assess needs.		X	
Assist farmers in developing strategies for long-term sustainability and improvement of soil organic matter.	X	X	X
Conduct research and demonstrations on soil health and new technologies.	X		
Improve and strengthen Maine Sustainable Agriculture Society.	X	X	X
Administer grants.	X	X	
Participate in the Maine Agriculture in the classroom collaboration		X	
Work with NRCS, Maine Department of Agriculture Conservation Districts and farmers to implement Open Farm Day	X	X	X
Develop educational events for Maine green industry members			X
Work with industry to develop liaison group and support its projects.			X
Co-produce New England greenhouse conference.			X
Work to improve soybean and general grain production, and increase use of residuals on farms.	X	X	X

OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of consultations	152	159	159	159	159
Number of workshops/events	22	27	28	27	25
Number of people attending the workshops/events	22205	20885	22760	20965	22465
Number of groups formed (ad hoc or formally organized)	3	3	2	3	2
Number of people involved in groups formed	33	38	23	38	23
Number of volunteers trained	120	140	120	140	120
Number of publications written	5	7	6	4	4
Number of publications distributed	27	40	30	30	30
Number of issues of newsletters written	9	10	10	10	9
Number of people receiving newsletters within a year's time	750	750	750	750	750
Number of audio visual resources developed (video, slides, displays)	1	-	-	-	-
Number of articles in news media	2	2	2	2	2
Number of 1-hr radio programs delivered	1	2	2	2	2
Circulation of articles in news media	500K	500K	500K	500K	500K

OUTCOME INDICATORS: Audiences (fiscal year 2000) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
760	Maine Producers	588	172	747	3	3	3	3	190
10	Municipal Officials	5	5	10	-	-	-	-	10
20,000	Adults, Youth, and Children (Open Farm Day)	10000	10000	19920	20	20	20	20	10000
7,500	Listeners to Radio Programs	4000	3500	7440	20	10	20	10	-
50	Community Members	30	20	46	1	1	1	1	-
2050	Green Industry Members	1200	850	2050	-	-	-	-	50

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H =

Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2001)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
770	Maine Producers	591	179	758	3	3	3	3	190
10	Municipal Officials	5	5	10	-	-	-	-	10
20,000	Adults, Youth, and Children (Open Farm Day)	10000	10000	19920	20	20	20	20	10000
20	Teachers	10	10	16	1	1	1	1	20
7,500	Listeners to Radio Programs	4000	3500	7440	20	10	20	10	-
75	Community Members	45	30	70	1	2	1	1	-
250	Green Industry Members	150	100	250	-	-	-	-	20

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OUTCOME INDICATORS: Audiences (fiscal year 2002)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
770	Maine Producers	591	179	758	3	3	3	3	190
10	Municipal Officials	5	5	10	-	-	-	-	10
20,000	Adults, Youth, and Children (Open Farm Day)	10000	10000	19920	20	20	20	20	10000
7,500	Listeners to Radio Programs	4000	3500	7440	20	10	20	10	-
75	Community Members	45	30	70	1	2	1	1	-
2050	Green Industry Members	1200	850	2050	-	-	-	-	50

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2003)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
770	Maine Producers	591	179	757	3	3	3	3	190
10	Municipal Officials	5	5	10	-	-	-	-	10
20,000	Adults, Youth, and Children (Open Farm Day)	10000	10000	19920	20	20	20	20	10000
20	Teachers	10	10	16	1	1	1	1	20
7,500	Listeners to Radio Programs	4000	3500	7440	20	10	20	10	-
75	Community Members	45	30	70	1	2	1	1	-
40	Resource Users	35	5	36	1	1	1	1	-
250	Green Industry Members	150	100	250	-	-	-	-	20

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2004)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
770	Maine Producers	591	179	758	3	3	3	3	190
10	Municipal Officials	5	5	10	-	-	-	-	10
20,000	Adults, Youth, and Children (Open Farm Day)	10000	10000	19920	20	20	20	20	10000
7,500	Listeners to Radio Programs	4000	3500	7440	20	10	20	10	-
75	Community Members	45	30	70	1	2	1	1	-
2050	Green Industry Members	1200	850	2050	-	-	-	-	50

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander



EVALUATION METHODS (How will you evaluate your activities? Write your methods. For example, surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
General program evaluations and surveys	X	X	X	X	X
Observations on number of changes in farm enterprises		X	X	X	X
Track number and types of requests for individual assistance	X	X	X	X	X
Evaluate other agency data	X	X	X	X	X
Pre- and post-surveys	X	X	X	X	X
Count successful projects conducted by industry liaison groups	X	X	X	X	X
Interviews	X	X	X	X	X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, UM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
Extension staff			X		X	
Sustainable Agriculture Research and Education group			X			
USDA (Natural Resource Conservation Service) / Consolidated Farms services agency (CSFA)			X	X		
Maine Department of Agriculture			X			
University of Maine Academic faculty/departments					X	
Livestock producer groups			X			
Kennebec Valley Council of Governments	X	X				
Soil and Water Conservation District	X					
New England Cooperative Extension Consortium				X		
Maine Ag in the Classroom			X			

DAYS ALLOCATED TO THIS PERFORMANCE GOAL (How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)					
Fiscal Year	2000	2001	2002	2003	2004
# of Days	260	309	312	321	321

Date: 5/28/99

**PERFORMANCE GOAL: Farm profitability will increase through development of new agricultural markets and products and through implementation of improved farm management skills.**

OUTCOME INDICATORS: Behaviors and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.)	Fiscal Year				
	2000	2001	2002	2003	2004
Potato harvesters will screen for bruise damage, which result in improved harvesting operations (individual machines).	500	500	500	500	500
Potato harvester bruise levels will be reduced by 10%.	10%	10%	10%	10%	10%
Farmers will develop new markets.	152	154	154	150	151
Farmers will develop new agricultural products.	157	157	155	155	155
Farmers will implement farm management skills.	612	622	622	622	622
Individuals will be trained to be more productive and knowledgeable farm employees.	120	120	120	120	120
Small-scale producers will make changes as a result of UMCE programs.	65	80	100	120	120
Producers will form management teams.	5	5	5	5	5
Producers will identify yield limiting factors.	130	150	180	180	160
Producers will use futures/options markets.	10	10	10	10	10
Agricultural producers will diversity crop production (acres).	500	500	500	500	500
Producers will attend an intensive potato storage, design and management course.	25	25	25	25	25

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (5 years or more)
Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?			
Potato harvesters will be screened for bruise damage and harvesting operations will be improved through association with the Maine Anti-Bruise Program administered through ABC.	X	X	X
Bruise levels will be reduced by 10 percent from historic levels as a result of harvester modification through association with the	X	X	X

Maine Anti -Bruise Program administered through ABC.			
Crop diversification will be encouraged through demonstrations and farm tours.		X	
Farm management programs that deal with budgeting, record keeping, enterprise analysis and value added products.		X	X
Dairy farmers will reduce somatic cell counts to improve profits.	X	X	X
Offer Garden Pro.	X	X	X
Offer Maine Herb Growers Short Course.	X	X	
Work with current and developing farmers' markets to increase participant numbers and products.		X	X
Dairy farmers will improve their herd health programs.	X	X	X
Winter dairy/crop school and seminars.		X	
Help producers monitor and adjust livestock nutrition and feed components.	X		
Continue to present an intensive potato storage, design and management course previously developed.	X		

OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of consultations	425	465	465	465	465
Number of workshops/events	28	30	30	30	30
Number of people attending the workshops/events	1685	1785	1685	1735	1735
Number of groups formed	1	-	-	-	-
Number of people involved in the groups formed	30	-	-	-	-
Number of publications written	2	2	2	2	2
Number of publications distributed	250	250	250	250	250
Number of audio visual resources developed (video, slides, displays)	5	2	2	2	2
Number of issues of newsletters written	16	16	16	16	16
Number of people receiving newsletters within a year's time	1100	1100	1100	1100	1100
Number of articles in news media	7	7	7	7	7

Circulation of articles in news media	50000	50000	50000	50000	50000
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**OUTCOME INDICATORS: Audiences (fiscal year 2000)**  
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
200	Dairy Producers	120	80	195	5	-	-	-	30
45	Beef Producers	20	25	43	1	1	-	-	5
550	Greenhouse Operators	350	200	530	5	5	5	5	20
30	Veterinarians	15	15	30	-	-	-	-	30
2160	Agricultural Producers	1875	285	2119	8	10	16	7	167

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

**OUTCOME INDICATORS: Audiences (fiscal year 2001)**  
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
250	Dairy Producers	140	110	245	2	3	-	-	10
55	Beef Producers	40	15	50	2	3	-	-	5
550	Greenhouse Operators	350	200	530	5	5	5	5	20
20	Veterinarians	15	5	120	-	-	-	-	-
2260	Agricultural Producers	1945	315	2207	19	11	7	18	167

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

**OUTCOME INDICATORS: Audiences (fiscal year 2002)**  
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
250	Dairy Producers	120	130	245	2	3	-	-	10

60	Beef Producers	30	30	55	-	5	-	-	10
600	Greenhouse Operators	375	225	580	5	5	5	5	20
20	Veterinarians	15	5	20	-	-	-	-	1
2260	Agricultural Producers	1965	295	2227	9	11	7	8	157

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2003) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
300	Dairy Producers	180	120	290	3	7	-	-	10
60	Beef Producers	30	30	55	2	3	-	-	5
600	Greenhouse Operators	375	225	580	5	5	5	5	20
20	Veterinarians	15	5	20	-	-	-	-	1
2260	Agricultural Producers	1915	345	2227	9	11	7	8	167

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2004) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
250	Dairy Producers	180	70	240	3	7	-	-	10
60	Beef Producers	30	30	55	2	3	-	-	5
650	Greenhouse Operators	400	250	625	7	6	6	6	20
20	Veterinarians	15	5	20	-	-	-	-	1
2260	Agricultural Producers	1935	325	2227	9	11	7	8	207

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

EVALUATION METHODS: (How will you evaluate your activities? Write your methods. For example, surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
USDA Statistics	X	X	X	X	X
Observations of numbers and types of changes within farm enterprises	X	X	X	X	X
Numbers of requests for individual assistance	X	X	X	X	X
Consultations	X	X	X	X	X
Focus Groups	X	X	X	X	X
Pre- and post-tests	X	X	X	X	X
Surveys	X	X	X	X	X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborators with other states, groups, agencies, LM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
McCain's Club 500			X	X		
Extension Faculty	X		X			
Maine Potato Board			X			
Farm Credit Service	X	X	X			
Livestock producer groups	X	X	X			
Maine Veterinary Medical Association			X			
Maine Department of Agriculture Food and Rural Resources			X			
New England Fruit and Vegetable Producer Groups			X			
Natural Resource Conservation Service, Food Security Act, Soil and Water Conservation District			X			
Maine Maple Producers		X		X		
University of Vermont Cooperative Extension				X		
MAFES			X			
Maine Agricultural Bargaining Council	X	X	X	X		X

**DAYS ALLOCATED TO THIS PERFORMANCE GOAL**

(How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)

Fiscal Year	2000	2001	2002	2003	2004
# of Days	626	423	643	663	673

Date: 5/28/99



**PERFORMANCE GOAL: Maine youth will acquire the knowledge and skills necessary to practice sustainable agriculture.**

OUTCOME INDICATORS: Behaviors and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.)	Fiscal Year				
	2000	2001	2002	2003	2004
Youth will demonstrate sustainable agricultural practices.	235	360	390	240	460
Youth will demonstrate an understanding of the basic scientific principles that affect sustainable agriculture.	195	360	390	460	400

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)  Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (5 years or more)
Workshops, camps, schools programs	X	X	X
Fairs, shows, committees	X	X	X
Targeting Life Skills Model	X	X	X
Projects, community education	X	X	X

OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of consultations	152	162	162	162	162
Number of workshops/events	41	49	57	57	59
Number of people attending the workshops/events	627	551	797	797	847
Number of groups formed (ad hoc or formally organized)	20	22	22	22	20
Number of people involved in groups formed	114	135	135	135	185
Number of volunteers trained	68	73	78	83	88

Number of publications written	1	1	1	1	1
Number of publications distributed	203	203	203	203	203
Number of issues of newsletters written	60	60	60	60	60
Number of people receiving newsletters within a year's time	1700	1700	1700	1700	1700
Number of audio visual resources developed (video, slides, displays)	-	2	5	-	-
Number of articles in news media	14	14	14	15	15
Circulation of articles in news media	60000	60000	60000	60000	60000

OUTCOME INDICATORS: Audiences (fiscal year 2000)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
496	Youth members of organized 4-H community or project clubs	232	264	480	4	7	5	-	110
172	Youth participating in 4-H special interest, short-term, day-camp	53	119	140	6	10	13	3	50
60	Youth participating in 4-H overnight camp programs	35	25	55	1	2	1	1	6
100	Youth participating in school enrichment programs	50	50	85	5	10	-	-	100
22	Youth participating in a 4-H individual/family study	11	11	22	-	-	-	-	2
36	Adults participating in 4-H leader/project skills training programs	21	15	34	-	1	1	-	7

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2001) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
565	Youth members of organized 4-H community or project clubs	263	302	488	61	7	5	4	62
113	Youth participating in 4-H special interest, short-term, day-camp programs	59	54	81	6	10	13	3	30
50	Youth participating in 4-H overnight camp programs	20	30	42	1	5	1	1	15
130	Youth participating in school enrichment programs	65	65	115	5	10	-	-	100
82	Youth participating in a 4-H individual/family study	41	41	80	2	-	-	-	37
19	Adults participating in 4-H leader/project skills training programs	8	11	17	-	1	1	-	5

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2002) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
585	Youth members of organized 4-H community or project clubs	269	316	565	4	7	5	4	82
90	Youth participating in 4-H special interest, short-term, day-camp programs.	43	47	51	5	10	12	12	12
65	Youth participating in 4-H overnight camp programs	25	40	53	3	7	1	1	16
130	Youth participating in school enrichment programs	65	65	115	5	10	-	-	100
82	Youth participating in a 4-H individual/family study	41	41	80	2	-	-	-	37
30	Adults participating in 4-H leader/project skills training programs	13	17	28	-	1	1	-	2

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2003) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
595	Youth members of organized 4-H community or project clubs	274	321	575	4	7	5	4	82
90	Youth participating in 4-H special interest, short-term, day-camp programs.	43	47	61	5	10	12	2	10
70	Youth participating in 4-H overnight camp programs	30	40	58	3	7	1	1	16
190	Youth participating in school enrichment programs	95	95	173	7	10	-	-	100
82	Youth participating in a 4-H individual/family study	41	41	80	2	-	-	-	37
30	Adults participating in 4-H leader/project skills training programs	13	17	28	-	1	1	-	8

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2004) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
635	Youth members of organized 4-H community or project clubs	294	341	615	4	7	5	4	87
90	Youth participating in 4-H special interest, short-term, day-camp programs.	43	47	61	5	10	12	2	10
70	Youth participating in 4-H overnight camp programs	30	40	57	4	7	1	1	6
130	Youth participating in school enrichment programs	65	65	115	5	10	-	-	100
82	Youth participating in a 4-H individual/family study	41	41	80	2	-	-	-	37
35	Adults participating in 4-H leader/project skills training programs	16	19	33	-	1	1	-	8

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

EVALUATION METHODS: (How will you evaluate your activities? Write your methods. For example, surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
Pre- and post- surveys, impact surveys	X	X	X	X	X
Observations, project record reviews	X	X	X	X	X
Performance assessments			X	X	X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, UM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
Maine Fair Association, Maine Farm Bureau	X		X			X
Volunteers, Veterinarians	X	X			X	X
University, Cooperative Extension, USDA agencies	X	X	X	X		
Youth organizations, schools, Ag in the Classroom Program	X	X	X	X		X

DAYS ALLOCATED TO THIS PERFORMANCE GOAL (How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)					
Fiscal Year	2000	2001	2002	2003	2004
# of Days	358	358	358	358	358

Date: 5/28/99

**CSREES GOAL #2:  
A safe and secure food and fiber system.**

**Situation Statement**

**Specific Plans of Work (in template format) for the following  
UMCE Performance Goals:**

- **Maine residents involved in food harvesting, processing, donation, preparation and service (including occasional quantity/volunteer cooks) will reduce the potential of foodborne illness.**
- **Maine consumers will apply proper food handling skills in selecting and preparing safe and wholesome food.**
- **Maine consumers will implement current safe practices in canning, freezing and/or drying methods to preserve food.**
- **Maine food producers and processors (poultry and fish farmers) will practice pre-harvest food safety based on Total Quality Management (TQM) and Hazard Analysis and Critical Control Points (HACCP) principles to ensure their products' safety and quality.**
- **Maine limited income consumers will apply proper food handling skills in selecting and preparing safe and wholesome food.**

## **FY2000-FY2004 UMCE Situation Statement for CSREES Goal #2: A safe and secure food and fiber system.**

Nationally, as well as in Maine, incidence of food-borne illnesses still represents a real concern for consumers. Knowledge of safe food practices is still not widespread, in fact, a recent Food and Drug Administration survey, "Consumers' Knowledge of Food Safety" indicated that 62 percent of those surveyed were not aware of any risk groups for food borne illness. Only 4 percent knew that young children are high risk, and 6 percent knew that the elderly were also high risk. More importantly, that 24 percent of people responding don't wash their hands with soap after handling food like raw meat.

Likewise, for three years pre-tests given at the beginning of UMCE food safety seminars (for consumers, food service personnel and occasion quantity cooks) indicated that more than 80 percent of participants do not use a thermometer or don't remember the last time they checked the refrigerator temperature.

Both food-borne illness data and consumer survey results indicate that opportunities in food safety education still exist to further the goal of food safety from farm to table as outlined by the Presidential Food Safety Initiative.

Within the overall Educational Goal of reducing the risk from environmental contaminants, including pathogens and naturally occurring toxins, and from drugs and chemical residues. The following Performance Goals, Output Indicators and Outcome Indicators will guide the University of Maine Cooperative Extension's Food Safety education effort based on the comprehensive involvement of Extension educators and specialists throughout the organization.

**PERFORMANCE GOAL: Maine residents involved in food harvesting, processing, donation, preparation and service (including occasional quantity/volunteer cooks) will reduce the potential of food-borne illness.**

OUTCOME INDICATORS: Behaviors and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.) Number of participants using recommended practices in:	Fiscal Year				
	2000	2001	2002	2003	2004
Residents will adopt proper techniques for planning and purchasing of food	320	355	335	360	380
Residents will adopt to proper techniques for transporting food	470	490	485	510	530
Residents will adopt to proper techniques for storing food (method and temperature)	370	390	385	510	530
Residents will practice personal hygiene techniques related to food safety	320	340	335	360	380
Residents will adopt proper thawing methods	470	490	485	510	530
Residents will adopt proper cooking times and temperatures	470	490	485	510	530
Residents will adopt proper techniques for holding and serving of food	470	490	485	510	530
Residents will adopt proper procedures for cleaning and sanitizing work areas and equipment	470	490	485	510	530

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)  Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (5 years or more)
Responding to customers' questions	X	X	X
Group meetings and workshops	X	X	X
Developing PSAs		X	X
Expanding ITV course offerings		X	X



OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of consultations	560	560	560	560	560
Frequency of workshops/events / year	50	51	46	49	51
Number of people attending the workshops/events	715	735	685	705	735
Number of volunteers trained	213	218	213	213	203
Number of publications distributed	4445	4445	4445	4445	4445
Number of issues of newsletters written	55	55	55	55	55
Number of people receiving newsletters within a year's time	17050	17050	17050	17050	17050
Number of audio visual resources developed (video, slides, displays)	6	6	6	6	6
Number of articles in news media	31	31	31	31	31
Circulation of articles in news media	20500	20500	20500	20500	20500

OUTCOME INDICATORS: Audiences (fiscal year 2000) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
73	Nutrition Aides	-	73	73	-	-	-	-	29
60	Senior Companions	5	55	54	-	6	-	-	1
295	Extension Homemakers	-	295	295	-	-	-	-	1
4355	Public	665	3690	4280	20	16	6	33	514
40	School food service personnel	10	30	40	-	-	-	-	40
15	Food service training personnel	-	15	15	-	-	-	-	15
20	Child care providers	2	18	20	-	-	-	-	20
100	Volunteer cooks	23	77	97	2	1	-	-	65

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2001)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
42	Nutrition Aides	-	42	42	-	-	-	-	-
60	Senior Companion	5	55	54	-	6	-	-	-
265	Extension Homemakers	-	265	265	-	-	-	-	10
4455	Public	690	3765	4383	20	16	6	30	600
45	Food Service workers	5	40	45	-	-	-	-	20
20	Child care providers	2	18	20	-	-	-	-	10
90	Volunteer cooks	21	69	85	2	1	1	1	-
10	Food pantry workers	2	8	10	-	-	-	-	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2002)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
73	Nutrition Aides	-	73	73	-	-	-	-	45
60	Senior companions	5	55	54	-	6	-	-	-
265	Extension Homemakers	-	265	265	-	-	-	-	10
3995	Public	690	3305	3920	20	16	6	33	600
50	Food service workers	5	45	50	-	-	-	-	20
20	Child care providers	2	18	20	-	-	-	-	10
90	Volunteer cooks	21	69	85	2	1	1	1	-
10	Food pantry workers	2	8	10	-	-	-	-	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2003)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
73	Nutrition aides	-	73	73	-	-	-	-	40
60	Senior companions	5	55	54	-	6	-	-	1
265	Extension Homemakers	-	265	265	-	-	-	-	10
3982	Public	690	3292	3920	20	11	1	30	600
45	Food service workers	-	45	45	-	-	-	-	20
20	Child care providers	2	18	20	-	-	-	-	10
80	Volunteer cooks	20	60	76	1	1	1	1	45
30	Summer Camps/Head Start programs	4	26	27	2	-	1	-	10

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2004)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
73	Nutrition Aides	-	73	73	-	-	-	-	40
60	Senior companions	5	55	54	-	6	-	-	1
265	Extension Homemakers	-	265	265	-	-	-	-	10
3995	Public	690	3305	3920	20	16	6	33	600
45	Food service workers	-	45	45	-	-	-	-	25
20	Child care providers	2	18	20	-	-	-	-	5
80	Volunteer cooks	20	60	76	1	1	1	1	45

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

EVALUATION METHODS (How will you evaluate your activities? Write your methods. For example, surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
End of program evaluations	X	X	X	X	X
Skill demonstrations		X	X	X	X
Observations	X	X	X	X	X
Interviews		X	X		X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, UM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
UMCE Staff	X	X	X		X	
UM Food Science and Human Nutrition Department					X	X
New England Extension Food and Nutrition Specialists				X		
Maine Department of Health and Human Services and Maine Department of Ag and USDA and USFDA						X

DAYS ALLOCATED TO THIS PERFORMANCE GOAL (How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)					
Fiscal Year	2000	2001	2002	2003	2004
# of Days	239	251	249	251	251

Date: 5/28/99

**PERFORMANCE GOAL: Maine consumers will apply proper food handling skills in selecting and preparing safe and wholesome food.**

OUTCOME INDICATORS: Behaviors and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.)	Fiscal Year				
	2000	2001	2002	2003	2004
People will be making sound choices regarding food selection and purchasing.	935	935	935	935	935
People will be making sound choices regarding food safety labels on meat and poultry.	935	935	935	935	935
People will be making sound choices regarding proper thawing methods.	935	935	935	935	935
People will be making sound choices regarding proper food cooking, holding and serving procedures.	985	985	985	985	985

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (5 years or more)
Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?			
Answer customers' questions	X	X	X
Group meetings and workshops	X	X	X
Develop PSAs		X	X
Expand ITV course offerings		X	X

OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of consultations	1035	1035	1035	1035	1035
Number of workshops/events	73	77	77	77	77
Number of people attending the workshops/events	675	695	715	740	740
Number of volunteers trained	95	95	95	95	95
Number of publications written	4	4	4	4	4

Number of publications distributed	4975	4975	4975	4975	4975
Number of issues of newsletters written	14	14	14	14	14
Number of people receiving newsletters within a year's time	2150	2150	2150	2150	2150
Number of audio visual resources developed (video, slides, displays)	1	1	1	1	1
Number of articles in news media	28	28	28	28	28
Circulation of articles in news media	201000	201000	201000	201000	201000
Home visits by Nutrition Aides	300	300	300	300	300
Phone inquiries	25	25	25	25	25
Web pages created	12	12	12	12	12

OUTCOME INDICATORS: Audiences (fiscal year 2000)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
175	EFNEP participants	10	165	155	10	5	3	2	120
2345	Public	450	1895	2275	25	-	13	32	1460
50	Child care providers	-	50	50	-	-	-	-	50
62	Nutrition Aides	-	62	62	-	-	-	-	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2001)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
175	EFNEP participants	10	165	155	10	5	3	2	120
2400	Public	480	1970	2368	23	4	14	41	700
71	Nutrition Aides	-	71	71	-	-	-	-	40



115	Child care providers	5	110	114	-	1	-	-	9
115	Extension Homemakers	5	110	114	-	-	-	1	5

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2002)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
175	EFNEP Participants	10	165	155	10	5	3	2	120
2427	Public	485	1942	2336	27	10	13	41	735
71	Nutrition Aides	-	71	71	-	-	-	-	40
130	Extension Homemakers	-	130	129	-	-	-	1	5
115	Child Care providers	5	110	113	-	1	-	1	60

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2003)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
175	EFNEP participants	10	165	155	10	5	3	2	120
2416	Public	495	1921	2330	28	5	13	40	679
71	Nutrition Aides	-	71	71	-	-	-	-	44
130	Extension Homemakers	-	130	129	-	-	1	-	5
115	Child Care providers	5	110	113	-	1	-	1	59

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OUTCOME INDICATORS: Audiences (fiscal year 2004) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
175	EFNEP participants	10	165	155	10	5	3	2	120
2439	Public	490	1949	2384	3	12	18	22	510
71	Nutrition Aides	-	71	71	-	-	-	-	40
130	Extension Homemakers	-	130	129	-	-	-	1	5
115	Child Care providers	5	110	113	-	1	-	1	59

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

EVALUATION METHODS: (How will you evaluate your activities? Write your methods. For example, surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
End of program evaluations	X	X	X	X	X
Skill demonstrations		X	X	X	X
Observations	X	X	X	X	X
Interviews		X	X		X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, UM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
UMCE Staff	X	X	X		X	
UM Food Science and Human Nutrition Department					X	X
New England Extension Food and Nutrition Specialists				X		
Maine Department of Health and Human Services and Maine Department of Ag and USDA and USFDA						X



**DAYS ALLOCATED TO THIS PERFORMANCE GOAL**

(How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)

Fiscal Year	2000	2001	2002	2003	2004
# of Days	120	120	120	120	120

Date: 5/28/99

**PERFORMANCE GOAL: Maine consumers will implement current safe practices in canning, freezing and/or drying methods to preserve food.**

OUTCOME INDICATORS: Behaviors and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.) Number of consumers adopting Extension recommendations in:	Fiscal Year				
	2000	2001	2002	2003	2004
Consumers will adopt Extension recommendations for canning.	625	625	625	625	625
Consumers will adopt Extension recommendations for freezing.	525	525	525	525	525
Consumers will adopt Extension recommendations for drying.	350	350	350	350	350

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)  Answer the following questions with a short statement. What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (5 years or more)
Update fact sheets as needed			X
Provide canning demonstrations		X	X
Answer preservation questions	X	X	X
Develop new fact sheets as needed		X	X

OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of consultations	890	890	890	890	890
Number of workshops/events	89	89	89	89	89
Number of people attending the workshops/events	1960	1960	1960	1960	1960
Number of groups formed (ad hoc or formally organized)	2	3	3	3	3
Number of people involved in groups formed	6	6	6	6	6
Number of volunteers trained	80	100	100	100	90

Number of publications written	8	9	9	8	8
Number of publications distributed	5350	5350	5350	5350	5350
Number of issues of newsletters written	25	25	25	25	25
Number of people receiving newsletters within a year's time	24400	24400	24400	24400	24400
Number of audio visual resources developed (video, slides, displays)	4	4	4	4	4
Number of articles in news media	34	35	34	35	34
Circulation of articles in news media	205K	205K	205K	205K	205K
Displays/Exhibits	1	1	1	1	1
Times displays seen	10	10	10	10	10
Web pages designed	12	12	12	12	12

**OUTCOME INDICATORS: Audiences (fiscal year 2000)**  
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race					# of New Clients
				W	B	AI	H	A	
3257	Public	505	2752	3155	24	36	8	34	840
15	EFNEP participants	-	15	14	1	-	-	-	8
71	Nutrition Aides	-	71	71	-	-	-	-	49
15	Food service personnel	-	15	15	-	-	-	-	15
40	Maple producers	30	10	37	1		1	1	10
100	WIC/Food Stamp recipients	10	90	92	2	2	2	2	50
1210	Farmers' market visitors	200	1010	1110	25	20	30	25	800
50	Child Care providers	-	50	50	-	-	-	-	50

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2001)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
3350	Public	520	2830	3253	22	33	8	34	610
15	EFNEP participants	-	15	15	-	-	-	-	8
71	Nutrition Aides	-	71	71	-	-	-	-	49
15	Food Service workers	-	15	15	-	-	-	-	15
40	Maple producers	30	10	37	1	-	1	1	10
100	WIC/Food Stamp recipients	10	90	92	2	2	2	2	50
1210	Farmers' Market visitors	200	1010	1110	25	20	30	25	800
50	Child care providers	-	50	50	-	-	-	-	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2002)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
3350	Public	520	2830	3253	22	33	8	34	610
15	EFNEP participants	-	15	14	1	-	-	-	8
40	Maple producers	35	5	37	1	-	1	1	10
71	Nutrition Aides	-	71	71	-	-	-	-	44
100	WIC/Food stamp recipients	10	90	92	2	2	2	2	50
1200	Farmers market	200	1000	1100	30	20	30	20	800
15	Food Service workers	-	15	15	-	-	-	-	15
50	Child care providers	-	50	50	-	-	-	-	50

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2003)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
3350	Public	520	2830	3253	22	33	8	34	610
15	EFNEP participants	-	15	14	1	-	-	-	8
71	Nutrition Aides	-	71	71	-	-	-	-	44
15	Food Service workers	-	15	15	-	-	-	-	15
40	Maple Producers	35	5	37	1	-	1	1	10
100	WIC/Food Stamp recipients	10	90	92	2	2	2	2	50
1200	Farmers market visitors	200	1000	1100	30	20	20	30	800
50	Child Care providers	-	50	50	-	-	-	-	50

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2004)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
3647	Public	515	3132	3545	24	36	8	34	725
71	Nutrition Aides	-	71	71	-	-	-	-	44
15	Food Service workers	-	15	15	-	-	-	-	15
40	Maple producers	35	5	37	1	-	1	1	10
100	WIC/Food stamp recipients	10	90	92	2	2	2	2	50
1200	Farmers' market visitors	200	1000	1100	30	20	20	30	800
50	Child Care providers	-	50	50	-	-	-	-	50
15	EFNEP participants	-	15	14	1	-	-	-	8

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

EVALUATION METHODS: (How will you evaluate your activities? Write your methods. For example: surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
End of program evaluations	X	X	X	X	X
Skill demonstrations		X	X	X	X
Observations	X	X	X	X	X
Interviews		X	X		X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborators with other states, groups, agencies, UM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
UMCE Staff	X	X	X		X	
UM Food Science and Human Nutrition Department					X	X
New England Extension Food and Nutrition Specialists				X		
Maine Department of Health and Human Services and Maine Department of Ag and USDA and USFDA						X

DAYS ALLOCATED TO THIS PERFORMANCE GOAL (How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)					
Fiscal Year	2000	2001	2002	2003	2004
# of Days	120	120	120	120	120

Date: 5/28/99

**PERFORMANCE GOAL: Maine food producers and processors (poultry and fish farmers) will practice pre-harvest food safety based on Total Quality Management (TQM) and Hazard Analysis and Critical Control Point (HACCP) principles to ensure their products' safety and quality.**

OUTCOME INDICATORS: Behaviors and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.) Number of participants reduce the risk of chemical contamination of food by:	Fiscal Year				
	2000	2001	2002	2003	2004
Participants will reduce the risk of chemical contamination of food by following the residue avoidance program.	20	25	30	30	30
Participants will reduce the risk of chemical contamination of food by following the implementing IPM program.	20	25	30	30	30
Participants will reduce the risk of chemical contamination of food by following the implementing Salmonella Reduction program.	20	25	30	30	30
Participants will reduce the risk of chemical contamination of food by following the completing milk and dairy beef drug prevention protocol	20	25	30	30	30
Participants will reduce the risk of microbiobiological contamination of food by understanding the principles of HACCP.	70	70	70	70	70
Participants will reduce the risk of microbiobiological contamination of food by using microbiological reduction program.	70	70	70	70	70
Participants will reduce the risk of microbiobiological contamination of food by implementing a sanitation program.	70	70	70	70	70
Participants will reduce the risk of microbiobiological contamination of food by implementing a routine testing/monitoring procedure.	70	70	70	70	70
Participants will reduce the risk of physical contamination of food by implementing a quality control program.	15	15	15	15	15

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (5 years or more)
Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?			
Coalitions will be organized to facilitate citizens participation in public policy issues relating to biotechnology and food irradiation		X	X
Forums will be organized and held	X	X	X
Newspaper articles, newsletters, PSAs will be written	X	X	



OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of consultations organized	40	50	35	30	10
Number of media outlets participating	20	20	20	20	20
Number of workshops/events	3	1	2	1	1
Number of people attending the workshops/events	150	150	150	140	100
Number of groups formed (ad hoc or formally organized)	1	1	1	1	1
Number of people involved in groups formed	6	6	6	6	6
Number of publications written	1	1	-	1	1
Number of publications distributed	30	30	30	30	30
Number of audio visual resources developed (video, slides, displays)	1	1	-	-	-

OUTCOME INDICATORS: Audiences (fiscal year 2000) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
190	Poultry producers/employees/allied personnel	100	90	160	10	5	10	5	40
100	Fish farm/processing plant personnel	50	50	80	5	5	5	5	30

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2001) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
190	Poultry producers/employees/allied personnel	100	90	160	10	5	10	5	40
100	Fish farm/processing plant personnel	50	50	80	5	5	5	5	30

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander



OUTCOME INDICATORS: Audiences (fiscal year 2002)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
190	Poultry producers/employees/allied personnel	100	90	160	10	5	10	5	40
100	Fish farm/processing plant personnel	50	50	80	5	5	5	5	30

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2003)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
90	Poultry producers/employees/allied personnel	50	40	60	10	5	10	5	20
60	Fish farm/processing plant personnel	30	30	40	5	5	5	5	20

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2004)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
90	Poultry producers/employees/allied personnel	50	40	60	10	5	10	5	20
60	Fish farm/processing plant personnel	30	30	40	5	5	5	5	20

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

EVALUATION METHODS: (How will you evaluate your activities? Write your methods. For example, surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
End of program evaluations	X	X	X	X	X
Skill demonstrations		X	X	X	X
Observations	X	X	X	X	X
Interviews		X	X		X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, UM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
UMCE Staff	X	X	X		X	
UM Food Science and Human Nutrition Department					X	X
New England Extension Food and Nutrition Specialists				X		
Maine Department of Health and Human Services and Maine Department of Ag and USDA and USFDA						X

DAYS ALLOCATED TO THIS PERFORMANCE GOAL (How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)					
Fiscal Year	2000	2001	2002	2003	2004
# of Days	84	80	81	86	75

Date: 5/28/99



**PERFORMANCE GOAL: Maine limited-income consumers will apply proper food handling skills in selecting and preparing safe and wholesome food.**

OUTCOME INDICATORS: Behaviors and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.) Number of participants using recommended practices in:	Fiscal Year				
	2000	2001	2002	2003	2004
Consumers will adopt proper practices in planning and purchasing of food.	220	255	235	260	280
Consumers will adopt proper practices in transporting food.	370	390	385	310	330
Consumers will adopt proper practices in food storage (method and temperature).	270	290	285	310	330
Consumers will adopt proper practices in personal hygiene.	220	240	235	260	280
Consumers will adopt proper practices in thawing frozen foods.	370	390	385	310	330

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)  Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (5 years or more)
Answer customers' questions	X	X	X
Group meetings, workshops and one on one home visitation	X	X	X
Develop PSAs		X	X
Expand ITV course offerings		X	X

OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of workshops/events	73	73	73	73	73
Number of publications distributed	4500	4500	4500	4500	4500
Number of audio visual resources developed (video, slides, displays)	10	10	10	10	10

Number of articles in news media	26	26	26	26	26
Lessons taught	80	80	80	80	80
Families receiving lessons	80	80	80	80	80

**OUTCOME INDICATORS: Audiences (fiscal year 2000)**  
 (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race					# of New Clients
				W	B	AI	H	A	
80	Food Stamp recipients	30	50	75	2	3	-	-	80
150	Maine Family Nutrition Program	10	140	140	2	2	2	4	-
350	Senior Nutrition Program	50	300	338	2	2	4	4	-
805	Public	265	540	745	20	5	5	30	10

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

**OUTCOME INDICATORS: Audiences (fiscal year 2001)**  
 (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race					# of New Clients
				W	B	AI	H	A	
80	Food Stamp recipients	30	50	75	3	2	-	-	80
150	Maine Family Nutrition Program	10	140	140	2	2	2	4	-
350	Senior Nutrition Program	50	300	338	2	2	4	4	-
805	Public	265	540	740	20	5	5	30	10

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

**OUTCOME INDICATORS: Audiences (fiscal year 2002)**  
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
80	Food Stamp recipients	10	70	80	-	-	-	-	80
150	Maine Family Nutrition Program	10	140	140	2	2	2	4	-
350	Senior Nutrition Program	50	300	338	2	2	4	4	-
805	Public	265	540	745	20	5	5	30	10

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

**OUTCOME INDICATORS: Audiences (fiscal year 2003)**  
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
80	Food Stamp recipients	10	70	80	-	-	-	-	80
150	Maine Family Nutrition Program	10	140	140	2	2	2	4	-
350	Senior Nutrition Program	50	300	338	2	2	4	4	-
805	Public	265	540	740	20	-	5	30	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

**OUTCOME INDICATORS: Audiences (fiscal year 2004)**  
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
80	Food Stamp recipients	20	60	75	2	3	-	-	80
150	Maine Family Nutrition Program	10	140	140	2	2	2	4	-
350	Senior Nutrition Program	50	300	338	2	2	4	4	-
805	Public	265	540	740	20	-	5	30	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

EVALUATION METHODS: (How will you evaluate your activities? Write your methods. For example: surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
EFNEP Evaluation Template	X	X	X	X	X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, UMI departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
UMCE Staff	X	X	X		X	
UM Food Science and Human Nutrition Department					X	X
New England Extension Food and Nutrition Specialists				X		
Maine Department of Health and Human Services and Maine Department of Ag and USDA and USFDA						X

DAYS ALLOCATED TO THIS PERFORMANCE GOAL (How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)					
Fiscal Year	2000	2001	2002	2003	2004
# of Days	155	170	170	170	165

Date: 5/28/99

**CSREES GOAL #3:  
A healthy, well-nourished population.**

**Situation Statement**

**Specific Plans of Work (in template format) for the following  
UMCE Performance Goals:**

- **Maine people are healthy and well nourished. Maine limited-income people are healthy and well nourished.**
- **Maine people will make dietary changes to reduce the risk of chronic disease. Maine limited-income people will make dietary changes to reduce the risk of chronic disease.**
- **Maine people achieve food security by having the ability to access nutritionally adequate and safe food.**
- **Participants in UMCE's Limited-Income Nutrition Programs will increase in self-reliance/self-initiative, positive family relationships, family involvement, community involvement and positive reading habits.**



**PERFORMANCE GOAL: Maine people are healthy and well nourished. Maine limited-income people are healthy and well nourished.**

OUTCOME INDICATORS: Behaviors and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.)	Fiscal Year				
	2000	2001	2002	2003	2004
Participants, at all life stages, will have knowledge, skills and ability to be well nourished.	2845	2845	2845	2845	2845
Participants will increase food-buying skills.	1055	1055	1055	1055	1055
Participants will increase food preparation skills.	1310	1310	1310	1310	1310
Participants will increase physical activity.	288	288	288	288	288
Participants will engage in community programs that enhance the health of seniors and other community members.	400	400	400	400	400

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)  Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (5 years or more)
Conduct workshops for the public.	X	X	
Conduct training for volunteers/professionals.	X	X	
Provide Individual client consultations and home visitations.	X	X	
Participate in health fairs.	X	X	
Write and distribute newsletters.	X	X	X
Maintain and initiate collaborative projects such as a dental clinic, improved housing, etc.		X	
Maintain homemaker groups.		X	X
Support nutrition publications team.	X	X	
Manage Limited Income Nutrition Program.	X	X	X
Distribute Learn by Mail Nutrition Education series.	X	X	
Provide Home visitation by professionals and paraprofessionals.	X	X	
Work with local growers to promote eating for good nutrition.	X	X	

OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of consultations/home visits	4398	4398	4398	4398	4398
Number of workshops/events	157	157	157	157	157
Number of people attending the workshops/events	3345	3345	3345	3345	3345
Number of groups formed (ad hoc or formally organized)	22	22	22	22	22
Number of people involved in groups formed	270	270	270	270	270
Number of volunteers trained	165	165	165	165	165
Number of publications written	23	23	23	23	23
Number of publications distributed	21010	21010	21010	21010	21010
Number of issues of newsletters written	74	74	74	74	74
Number of people receiving newsletters within a year's time	33100	33100	33100	33100	33100
Number of audio visual resources developed (video, slides, displays)	11	11	11	11	11
Number of articles in news media	19	19	19	19	19
Circulation of articles in news media	75000	75000	75000	75000	75000

OUTCOME INDICATORS: Audiences (fiscal year 2000) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
7443	General public/limited income	1141	6302	7350	14	61	9	9	2930
730	Extension homemakers	-	730	729	-	-	-	1	28
111	Nutrition aides/CE professionals	2	109	111	-	-	-	-	7
318	Agency staff/professionals	23	295	290	-	4	-	1	51
1200	Farmer's Market Shoppers	200	1000	1100	25	20	30	25	800
610	Senior Companions/Seniors	80	530	583	2	13	6	6	428

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

**OUTCOME INDICATORS: Audiences (fiscal year 2001)**  
 (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
7443	General public	1141	6302	7350	14	61	9	9	2930
730	Extension homemakers	-	730	729	-	-	-	1	28
111	Nutrition aides/UMCE professionals	2	109	111	-	-	-	-	7
318	Agency staff/professionals	23	295	290	-	4	-	1	51
1200	Farmer's Market Shoppers	200	1000	1100	25	20	30	25	800
610	Senior Companions/Seniors	80	530	583	2	13	6	6	428

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

**OUTCOME INDICATORS: Audiences (fiscal year 2002)**  
 (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
7443	General public	1141	6302	7350	14	61	9	9	2930
730	Extension homemakers	-	730	729	-	-	-	1	28
111	Nutrition aides/UMCE professionals	2	109	111	-	-	-	-	7
318	Agency staff/professionals	23	295	290	-	4	-	1	51
1200	Farmer's Market Shoppers	200	1000	1100	25	20	30	25	800
610	Senior Companions/Seniors	80	530	583	2	13	6	6	428

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

**OUTCOME INDICATORS: Audiences (fiscal year 2003)**  
 (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
7443	General public	1141	6302	7350	14	61	9	9	2930
730	Extension homemakers	-	730	729	-	-	-	1	28

111	Nutrition aides/UMCE professionals	2	109	111	-	-	-	-	7
318	Agency staff/professionals	23	295	290	-	4	-	1	51
1200	Farmer's Market Shoppers	200	1000	1100	25	20	30	25	800
610	Senior Companions/Seniors	80	530	583	2	13	6	6	428

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2004) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
7443	General public	1141	6302	7350	14	61	9	9	2930
730	Extension homemakers	-	730	729	-	-	-	1	28
111	Nutrition aides/UMCE professionals	2	109	111	-	-	-	-	7
318	Agency staff/professionals	23	295	290	-	4	-	1	51
1200	Farmer's Market Shoppers	200	1000	1100	25	20	30	25	800
610	Senior Companions/Seniors	80	530	583	2	13	6	6	428

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

EVALUATION METHODS: (How will you evaluate your activities? Write your methods. For example, surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
Track telephone consultations	X	X	X	X	X
End of program evaluations	X	X	X	X	X
Client surveys and self reports	X	X	X	X	X
Number of participants	X	X	X	X	X
Group and individual feedback	X	X	X	X	X
Focus groups	X	X	X	X	X
Observation	X	X	X	X	X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, UM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
UMCE specialist and educators	X	X	X			
Local adult education	X					
County Resource Council	X					
UM Food Science and Human Nutrition Dept.					X	
National agencies and organizations				X		X
State agencies and organizations			X			
Local agencies and organizations	X	X				
New England specialists				X		X
Other Extension programs				X		X

To add program linkages, right click anywhere on the bottom row. Choose "Insert rows."

DAYS ALLOCATED TO THIS PERFORMANCE GOAL (How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)					
Fiscal Year	2000	2001	2002	2003	2004
# of Days	803	803	803	803	803

Date: 5/28/99

**PERFORMANCE GOAL: Maine people will make dietary changes to reduce the risk of chronic disease. Maine limited-income people will make dietary changes to reduce the risk of chronic disease.**

OUTCOME INDICATORS: Behaviors and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.)	Fiscal Year				
	2000	2001	2002	2003	2004
Participants will take steps to achieve and maintain healthy weight.	940	940	940	940	940
Participants will increase intake of fruits and vegetables.	2065	2065	2065	2065	2065
Participants will decrease saturated fat and total fat intake.	860	860	860	860	860
Participants will improve nutrient and food composition intake to lower the risk of disease.	2300	2300	2300	2300	2300
Groups will be established to conduct community programs to reduce the risk of disease.	5	5	5	5	5

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)  Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (5 years or more)
Manage Parent are Teachers, Too Program.	X		X
Management of Limited Income Nutrition Program.	X		X
Conduct workshops for the public/professional/paraprofessionals.	X	X	
Conduct training for volunteers/professionals.	X	X	
Provide individual client consultations and home visitations.	X	X	
Participate in health fairs.	X	X	
Write and distribute newsletters.	X	X	X
Maintain and initiate collaborative projects, such as dental clinic, improved housing, etc.		X	
Maintain homemaker groups.	X	X	X
Support nutrition publications team.	X	X	
Work with local growers to promote eating for good nutrition.	X	X	



OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of consultations/home visitations	4359	4359	4359	4359	4359
Number of workshops/events	153	153	153	153	153
Number of people attending the workshops/events	3565	3565	3565	3565	3565
Number of groups formed (ad hoc or formally organized)	26	26	26	26	26
Number of people involved in groups formed	321	321	321	321	321
Number of volunteers trained	188	188	188	188	188
Number of publications written	12	12	12	12	12
Number of publications distributed	27850	27850	27850	27850	27850
Number of issues of newsletters written	71	71	71	71	71
Number of people receiving newsletters within a year's time	27280	27280	27280	27280	27280
Number of audio visual resources developed (video, slides, displays)	5	5	5	5	5
Number of articles in news media	20	20	20	20	20
Circulation of articles in news media	60000	60000	60000	60000	60000

OUTCOME INDICATORS: Audiences (fiscal year 2000) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
5975	General public/Limited-income public	807	5168	5705	58	93	53	66	1767
575	Young children and parents	196	379	575	-	-	-	-	180
400	Extension homemakers	-	400	399	-	-	-	1	23
92	Nutrition aides/UMCE professionals	4	88	92	-	-	-	-	1
270	Agency staff/professionals	11	259	265	-	4	-	1	34
510	Senior Companions/seniors	70	440	483	2	13	6	6	191

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2001) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
5975	General public/Limited Income public	807	5168	5705	58	93	53	66	1767
575	Young children and parents	196	379	575	-	-	-	-	180
400	Extension homemakers	-	400	399	-	-	-	1	23
92	Nutrition aides/CE professionals	4	88	92	-	-	-	-	1
270	Agency staff/professionals	11	259	265	-	4	-	1	34
510	Senior Companions/seniors	70	440	483	2	13	6	6	191

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2002) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
5975	General public/Limited Income public	807	5168	5705	58	93	53	66	1767
575	Young children and parents	196	379	575	-	-	-	-	180
400	Extension homemakers	-	400	399	-	-	-	1	23
92	Nutrition aides/CE professionals	4	88	92	-	-	-	-	1
270	Agency staff/professionals	11	259	265	-	4	-	1	34
510	Senior Companions/seniors	70	440	483	2	13	6	6	191

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2003) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
5975	General public/Limited Income public	807	5168	5705	58	93	53	66	1767
575	Young children and parents	196	379	575	-	-	-	-	180



400	Extension homemakers	-	400	399	-	-	-	1	23
92	Nutrition aides/CE professionals	4	88	92	-	-	-	-	1
270	Agency staff/professionals	11	259	265	-	4	-	1	34
510	Senior Companions/seniors	70	440	483	2	13	6	6	191

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2004) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
5975	General public/Limited income public	807	5168	5705	58	93	53	66	1767
575	Young children and parents	196	379	575	-	-	-	-	180
400	Extension homemakers	-	400	399	-	-	-	1	23
92	Nutrition aides/CE professionals	4	88	92	-	-	-	-	1
270	Agency staff/professionals	11	259	254	-	4	-	1	34
510	Senior Companions/seniors	70	440	483	2	13	6	6	191

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

EVALUATION METHODS: (How will you evaluate your activities? Write your methods. For example: surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
Track telephone consultations	X	X	X	X	X
End of program evaluation/pre- and post-tests	X	X	X	X	X
Client surveys and self reports	X	X	X	X	X
Number of participants	X	X	X	X	X
Immunization records	X	X	X	X	X
Extension Reporting System data #(nutrition aides will make reports to computer system)	X	X	X	X	X
Women, Infants and Children data	X	X	X	X	X
Baby birthweight data	X	X	X	X	X

Group and individual feedback	X	X	X	X	X
Observations/parental reports	X	X	X	X	X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, UM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
UMCE specialist and educators	X	X	X			
Local adult education	X					
WIC, Public Health Nurses, Preschool Services	X	X				
County Resource Council	X					
UM Food Science and Human Nutrition Dept.					X	
Local agencies and organizations: schools, community action, hospitals, community health (referral and recruitment)	X	X				
National agencies and organizations				X		X
State and local agencies and organizations: Maine Nutrition Network, Community Health			X			
New England Specialists				X		X
Other Extension programs				X		X

DAYS ALLOCATED TO THIS PERFORMANCE GOAL (How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)					
Fiscal Year	2000	2001	2002	2003	2004
# of Days	678	678	678	678	678

Date: 5/28/99



**PERFORMANCE GOAL: Maine people achieve food security by having the ability to access nutritionally adequate and safe food.**

OUTCOME INDICATORS: Behaviors and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.)	Fiscal Year				
	2000	2001	2002	2003	2004
People will increase their food recovery, gleaning, and donations to food to food pantries.	80	80	80	80	80
People will increase their food supply from gardens and home production.	45	45	45	45	45
People will participate in programs organized to raise awareness about hunger and poverty at the community level.	220	220	220	220	220
People will be involved in public policy issues related to food recovery.	25	25	25	25	25
Participants will make decisions related to organizing Super Cupboards.	-	-	15	-	-
Super Cupboards will be organized.	-	-	1	-	-

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (5 years or more)
Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?			
Continue Farmer's Market Project.	X	X	
Collaborate with Sportsman's Groups for donations of game/unison.	X	X	
Conduct Welfare Simulation.		X	
Expand the food pantry database.	X	X	
Teach gardening for home food production.	X	X	
Work through food security team.		X	
Promote "Grow a Row."	X	X	X
Manage Limited Income Nutrition Programs.	X	X	X

OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of consultations	570	570	570	570	570
Number of workshops/events	78	78	78	78	78
Number of people attending the workshops/events	2035	2035	2035	2035	2035
Number of groups formed (ad hoc or formally organized)	6	6	6	6	6
Number of people involved in groups formed	46	46	46	46	46
Number of volunteers trained	177	177	177	177	177
Number of publications written	3	3	3	3	3
Number of publications distributed	13450	13450	13450	13450	13450
Number of issues of newsletters written	31	31	31	31	31
Number of people receiving newsletters within a year's time	15750	15750	15750	15750	15750
Number of audio visual resources developed (video, slides, displays)	2	2	2	2	2
Number of articles in news media	14	14	14	14	14
Circulation of articles in news media	72000	72000	72000	72000	72000

OUTCOME INDICATORS: Audiences (fiscal year 2000) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
810	General public/Limited Income public	163	647	723	41	9	35	2	225
125	Extension homemakers	-	125	124	-	-	-	1	5
25	Pantry workers and volunteers	5	20	25	-	-	-	-	20
22	Extension professionals and paraprofessionals	-	22	22	-	-	-	-	-
30	Master gardener volunteers	15	15	25	1	2	1	1	30
30	Home gardeners and farmers	15	15	25	1	2	1	1	15

175	Agency professionals	20	155	165	6	3	-	1	145
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\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2001) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
810	General public/Limited Income public	163	647	723	41	9	35	2	225
125	Extension homemakers	-	125	124	-	-	-	1	5
25	Pantry workers and volunteers	5	20	25	-	-	-	-	20
22	Extension professionals and paraprofessionals	-	22	22	-	-	-	-	-
30	Home gardeners and farmers	15	15	25	1	2	1	1	15
175	Agency professionals	20	155	165	6	3	-	1	145

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2002) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
810	General public/Limited Income public	163	647	723	41	9	35	2	225
125	Extension homemakers	-	125	124	-	-	-	1	5
25	Pantry workers and volunteers	5	20	25	-	-	-	-	20
22	Extension professionals and paraprofessionals	-	22	22	-	-	-	-	-
30	Home gardeners and farmers	15	15	25	1	2	1	1	15
30	Master gardener volunteers	15	15	25	1	2	1	1	30
175	Agency professionals	20	155	165	6	3	-	1	145

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2003) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
810	General public/Limited-income public	163	647	723	41	9	35	2	225
125	Extension homemakers	-	125	124	-	-	-	1	5
25	Pantry workers and volunteers	5	20	25	-	-	-	-	20
22	Extension professionals and paraprofessionals	-	22	22	-	-	-	-	-
30	Home gardeners and farmers	15	15	25	1	2	1	1	15
175	Agency professionals	20	155	165	6	3	-	1	145

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OUTCOME INDICATORS: Audiences (fiscal year 2004) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
810	General public/Limited Income public	163	647	560	41	9	35	2	225
125	Extension homemakers	-	125	124	-	-	-	1	5
25	Pantry workers and volunteers	5	20	25	-	-	-	-	20
22	Extension professionals and paraprofessionals	-	22	22	-	-	-	-	-
30	Master gardener volunteers	15	15	25	1	2	1	1	30
175	Agency professionals	20	155	165	6	3	-	1	145

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

EVALUATION METHODS: (How will you evaluate your activities? Write your methods. For example surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
Track pounds of food from gardeners/master gardeners/homemakers	X	X	X	X	X
Survey growers to determine donations	X	X	X	X	X
Record number of new gardeners and amount grown	X	X	X	X	X
Number of publications distributed	X	X	X	X	X
Telephone interviews and paper surveys	X	X	X	X	X
Annual update of pantry list	X	X	X	X	X
Short-and long-term evaluations	X	X	X	X	X
Number of Welfare Simulation participants trained/results determined	X	X	X	X	X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, UM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
County Educators/ State Specialist/ Aides	X	X	X	X		
National agencies and organizations				X		X
State agencies and organizations			X			
Local agencies and organizations	X	X				
Other Extension programs				X		
Master gardeners	X					
Food Security Team			X			
Food pantries and soup kitchens	X					

DAYS ALLOCATED TO THIS PERFORMANCE GOAL (How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)					
Fiscal Year	2000	2001	2002	2003	2004
# of Days	248	248	248	248	248

Date: 5/28/99



**PERFORMANCE GOAL: Participants in UMCE's Limited-Income Nutrition Programs will increase in self-reliance/self-initiative, positive family relationships/family environment, community involvement and positive reading habits.**

OUTCOME INDICATORS: Behaviors and Impact (What are your objectives? Write specific, measurable outcome-based objectives.)	Fiscal Year				
	2000	2001	2002	2003	2004
Participants will increase in contacts to community, social or educational agencies to access needed resources or skills.	60	60	60	60	60
Participants will initiate job training/job seeking/literacy skills.	56	56	56	56	56
Participants will attain a driver's license, business license or other bridge to employment opportunities.	22	22	22	22	22
Participants will cease/decrease in unhealthy or anti-social behavior, addiction or lifestyle pattern, including necessary or desirable weight reduction or weight gain.	70	70	70	70	70
Participants will express positive goals (aspirations) for the future.	85	85	85	85	85
Participants will reduce debt or saving money.	80	80	80	80	80
Participants will demonstrate increasing order, organization or cleanliness in the home environment.	60	60	60	60	60
Participants will report or demonstrate increased positive communication in the home.	38	38	38	38	38
Participants will report or demonstrate increased positive feeding relationship with children (e.g., applied knowledge of children's serving sizes, improved mealtime atmosphere, family eating together, children assisting with cooking or food shopping, etc.).	80	80	80	80	80
Participants will increase network of support persons/resources.	45	45	45	45	45
Participants will increase participation in school, church or community programs, events and opportunities, including volunteer efforts.	50	50	50	50	50
Participants will increase responding to a need with action toward solving/addressing it through use of community resources.	50	50	50	50	50
Participants will demonstrate positive reading habits by increasingly having books visible in the home.	30	30	30	30	30
Participants will demonstrate positive reading habits by increasingly having general reading materials (newspapers, magazines, etc.) in the home.	11	11	11	11	11
Participants will demonstrate positive reading habits by reporting increasing visits to a local library.	16	16	16	16	16

Participants will demonstrate positive reading habits by describing increasing reading activities (reading, finger rhymes, talking about books, etc.) with child/children.	40	40	40	40	40
Participants will demonstrate positive reading habits by describing increasing reading for self.	13	13	13	13	13
Participants will demonstrate positive reading habits by expressing increased enthusiasm for reading and ideas found in books.	23	23	23	23	23
Participants will demonstrate positive reading habits by describing/demonstrating increased positive family relationships through reading and reading related activities.	13	13	13	13	13
Participants will demonstrate positive reading habits by contacting and agency to access literacy assistance for self.	4	4	4	4	4

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)  Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (5 years or more)
Coordinate the Maine Family Nutrition Program with 3 full-time nutrition aides who also participate in the Born to Read program funded by the Maine Humanities Council. Born to Read provides training for the nutrition aides in reading and discussing books with children, modeling positive reading behaviors for parents, and then contributes books for the aides to give to families.	X	X	X
Supervise/manage the Limited Income Nutrition Education programs.			X

OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of home visits	450	450	450	450	450
Number of workshops/events (for the aides)	2	2	2	2	2
Number of people attending the workshops/events (for the aides)	20	20	20	20	20
Number of volunteers trained	13	13	13	13	13
Number of publications distributed	2100	2100	2100	2100	2100

Number of issues of newsletters written	4	4	4	4	4
Number of people receiving newsletters within a year's time	300	300	300	300	300
Number of articles in news media	2	2	2	2	2
Circulation of articles in news media	60,000	60,000	60,000	60,000	60,000

**OUTCOME INDICATORS: Audiences (fiscal year 2000)**  
 (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
425	Maine Family Nutrition Program participants	15	410	396	10	10	5	4	345

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

**OUTCOME INDICATORS: Audiences (fiscal year 2001)**  
 (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
425	Maine Family Nutrition Program participants	15	410	396	10	10	5	4	345

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**OUTCOME INDICATORS: Audiences (fiscal year 2002)**  
 (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
425	Maine Family Nutrition Program participants	15	410	396	10	10	5	4	345

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2003) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
425	Maine Family Nutrition Program participants	15	410	396	10	10	5	4	345

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2004) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
425	Maine Family Nutrition Program participants	15	410	396	10	10	5	4	345

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

EVALUATION METHODS: (How will you evaluate your activities? Write your methods. For example, surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
Evaluation tool, "Impact Assessment for Limited Income Nutrition Program" administered when participant enters the program and when s/he exits, to determine increases in positive behaviors. Tool is based on the observations of the nutrition aides.	X	X	X	X	X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, UM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
UMCE Nutrition Supervisors	X	X	X		X	
Maine Humanities Council			X			
Local agencies	X		X			

**DAYS ALLOCATED TO THIS PERFORMANCE GOAL**

(How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)

Fiscal Year	2000	2001	2002	2003	2004
# of Days	16	21	21	21	21

Date: 5/28/99

## **CSREES GOAL #4:**

**An agricultural system which protects natural resources and the environment. .**

### **Situation Statement**

### **Specific Plans of Work (in template format) for the following UMCE Performance Goals:**

- **Agricultural producers will recognize and reduce the risk of pesticide and nutrient contamination to surface water and groundwater that could result from production activities.**
- **Maine citizens will understand how surface water and groundwater systems function, better understand the threats to water resources, and take actions to protect Maine's natural resources.**
- **Maine agricultural producers, private businesses, municipalities and residents will compost residual organic materials to enhance nutrient management, improve soils and reduce the solid waste stream in the state.**
- **Maine citizens will be exposed to and encouraged to adopt practical, sustainable research-based horticultural practices, which will improve their home-gardening success and lead to improved health and quality of life. The delivery of this information will foster an understanding of Maine agriculture.**
- **Maine youth acquire knowledge and skills to protect the natural environment and conserve natural resources. *(Also included in CSREES Goal #5)***

## **FY2000-FY2004 UMCE Situation Statement for**

**CSREES Goal #1: An agricultural system that is highly competitive in the global economy.**

**CSREES Goal #4: An agricultural system which protects natural resources and the environment.**

According to the National Agricultural Statistics Service, Maine had 5,810 farms in 1997. These commercial farms utilized 1,211,648 acres of land with the average farm being 209 acres in size. This represents a four- percent decrease in average farm size since 1992. Approximately 540,000 acres were in cropland. The total cash receipts for Maine farms was \$481,446,000. Of this amount, potatoes and dairy represent the largest commodities in Maine. Together, they account for 40 percent of the cash receipts. Other large operations in aquaculture, fruit and vegetables, wild blueberries, livestock and the greenhouse and nursery industries account for 36 percent of the cash receipts. There are a few significant egg producers that account for 17 percent of the cash receipts. The remaining 7 percent of sales are in a wide variety of enterprises.

Small, diversified farms are important part of Maine's agricultural network. 87 percent of Maine farms had less than \$50,000 in annual sales in 1997. Sole proprietors, providing a significant portion of total household income to many Maine families, own 87 percent of Maine farms. However, the financial status of many Maine farms is poor. Farmers are now struggling with a debt/equity ratio of more than 70 percent, meaning that of the total asset base on these farms, only 30 percent are owned by the farmers without debt. The remainder is held by outside lending interests. The problem may be due in part to the focus of larger farms on only a few major enterprises. This lack of diversification, while entirely suitable as a management practice, focuses all of the farm financial risk over a limited number of income sources. As a result, a poor financial return from one of the enterprises has a greater impact on overall farm performance than would be the case with greater diversification. This situation creates the need for developing management strategies that result in more efficient use of resources. The need to sustain the environment while maintaining farm profitability leaves little room for business or production error. Successful farmers of the future must develop business and credit plans, and be able to monitor progress toward their financial goals. They must also adopt production and pest management strategies that optimize crop value while producing a sustainable, productive future for the land and water.

To better coordinate the educational outreach and research being conducted at the University of Maine in support of Maine agriculture, the Maine Agricultural Center was established in January, 1999. This center is a combined effort of the UMCE and the University of Maine Agricultural and Forest Experiment Station, with oversight by a stakeholder advisory group, the Board of Agriculture.

The agricultural communities of Maine have an organized group to discuss and work on issues that are relevant to all Maine farmers. The Agricultural Council of Maine has established A *Strategic Plan for Maine Agriculture* in December 1998. The plan has five goals:

1. To increase market opportunities for Maine agricultural products.
2. To provide Maine farms with access to research, information and training needed for continued growth and success.

3. To enable Maine farmers to produce high-quality food and fiber in economically sustainable and environmentally sound production systems.
4. To heighten public awareness of the contribution of a viable agricultural industry to the State of Maine.
5. To sustain the state's agricultural industry by keeping farmland in production and supporting the next generation of Maine farmers.

The Maine Department of Agriculture, Food and Rural Resources has initiated an effort to expand its support for the marketing and production of Maine agricultural products. Funding to support this effort is being sought in the 119<sup>th</sup> Maine Legislature.

To reach female and under-served audiences in the agricultural community, a group was formed in 1998. The Women's Agricultural Network has a small but growing membership that is seeking to enable more women and other traditionally under-served individuals to own/operate profitable small farms and agricultural related enterprises.

The management of on-farm soil nutrients is an issue that has resulted in state legislation requiring that farms with 50 animal units (one unit = 1000 lbs.) or larger to have a certified nutrient management plan in place by 2003. The issue has brought public policy, right to farm, and other community and agricultural issues to the forefront of the farming and legislative agendas.

New commodities are coming to Maine agriculture. In recent years, non-traditional enterprises have emerged. Cranberries and deer farming are two examples of new agricultural enterprises in Maine. With each new industry, comes the need for educational support, research and funding.

Compost is organic matter. It provides soil life for healthy plant growth to occur. Many of our cropland soils have lost much of their organic matter and benefit from having added compost. It has been shown that compost can suppress disease in plants and crops with none of the negative side effects of pesticides. This can help reduce pesticides in the environment and make our food supply safer. Fifty percent of all disposable waste in the United States is made up of organic materials. Only three percent of this waste is currently being recycled into the soil by composting.

Home gardening is one of the most popular activities of Maine citizens, providing them with recreational, environmental, aesthetic and nutritional benefits. Yet, some of these people lack background and skills necessary to be consistently successful in this pastime. Educational resources and activities are needed by the public to increase the success of these efforts and increase public understanding of agriculture and food safety.

Forests now cover nearly 90 percent of Maine's land area. Even in the most urbanized counties, forests cover 75 percent of the landscape. In total, Maine forests now occupy virtually the same amount of area they did in pre-settlement times. In a predominately rural state, the forest provides more than 50,000 jobs, with an annual industry payroll of nearly 600 million dollars. The forest products that are produced add 7.5 billion dollars to the state's economy. Of this, forest-based tourism and recreation contribute 1.7 billion dollars. Maine's forest is 95 percent privately owned. Small, non-industrial private forestland owners own approximately 50 percent of the forestland, with the balance owned by forest industries.



**Wood is Maine's major industrial material. Citizens are subjected to a profusion of often conflicting information about what they can do to help protect forest resources and the environment. As public understanding of our environment and forest resources grows, people can better appreciate the need to manage these resources across ecosystems and diverse community needs. Complex social, and economic forces often lead to competing and conflicting uses of Maine's forest.**

**The goals of the agricultural and natural resources program of UMCE are designed to meet the educational needs of Maine's agri-industry and foster knowledge and skills so producers and gardeners can be successful. Development and implementation of such strategies will greatly improve the long-term viability of agriculture in Maine and help many Maine citizens achieve their personal, family and business goals.**

**Producers are identified in this document to include those managing agricultural and forest-related production enterprises; aquaculture businesses and marine fisheries; Christmas tree; and maple syrup operations; and nursery, landscape, greenhouses, and turf businesses. "Agriculture" is used to refer to these diverse industries.**

**PERFORMANCE GOAL: Agricultural producers will recognize and reduce the risk of pesticide and nutrient contamination to surface water and groundwater that could result from production activities.**

OUTCOME INDICATORS: Behaviors and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.)	Fiscal Year				
	2000	2001	2002	2003	2004
Agricultural producers will reduce herbicide use with increased use of cultivation, cultural management, band spraying, or lower-rate products.	600	600	600	600	600
Producers will implement pesticide and nutrient Best Management Practices to protect surface water and groundwater systems.	520	565	455	405	405
Management plans will be written as a result of UMCE efforts.	70	110	100	80	70
Producers will reduce negative impacts of livestock on streams.	5	5	5	5	5
Producers will adopt testing strategies as a part of management practices and use results in their management process.	750	750	740	720	720
Crop producers will identify yield-limiting factors and increase long-term productivity.	490	490	490	490	490
Potato and blueberry producers will understand and use thresholds for pest treatment.	900	900	900	900	900
Producers will use strategic planning, record keeping, and prediction models in their management practices.	400	400	400	400	400
Agricultural producers will implement Integrated Pest Management programs in Maine.	455	440	465	465	465
Producers will maintain pesticide certification by attending pesticide recertification programs.	250	250	250	250	250
Producers will change pesticide application techniques and attitudes using Pesticide Applicator Training practices.	50	60	70	80	90
Producers will evaluate non-chemical pest control methods because of the Pesticide Impact Assessment Program.	50	50	50	50	50
Poultry and aquaculture producers will adopt Integrated Pest Management practices.	50	50	50	50	50

<b>KEY PROGRAM COMPONENTS</b> (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)  Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?	<b>Duration</b> (How long will it take? Check the appropriate box.)		
	<b>Short Term</b> (1 year or less)	<b>Medium Term</b> (1 to 5 years)	<b>Long Term</b> (5 years or more)
Will conduct demonstrations and experiments to demonstrate the potential to reduce herbicides with cultivation, band spraying, etc.	X	X	X
Will conduct workshops and demonstrations for producers to develop nutrient management plans to reduce the potential impact of nutrients on ground water and surface water.	X		X
Software to aid in nutrient management decision making developed.	X		
Hold meetings to discuss software development and support materials for developing nutrient management plans.		X	
Develop a certificate classroom program for potato IPM growers.		X	
Distribute Integrated Pest Management field guide to producers.		X	
Pesticide Recertification Training.	X	X	X
Provide soil testing; foliar testing & pest identification media training.	X	X	X
Improve crop rotation with introduction of new crops and green manures.		X	X
Develop web sites for nutrient management, water quality, Integrated Pest Management	X	X	X
Develop a testing and certification program for nutrient management in Maine.	X		
Field train pesticide Integrated Crop Management Scouts		X	
Co-edit biennial greenhouse pest management manual for New England.		X	
Expanded weather station network for Integrated Pest Management forecasting.	X	X	X
Host annual blueberry school.		X	
Conduct Integrated Pest Management and Pesticide Assessment Training workshops/training sessions.		X	
Conduct Pesticide Impact Assessment Program pesticide use surveys and write crop profiles.		X	
Evaluate alternative management strategies.		X	
Provide pre-sidedress nitrate testing for producers.	X	X	X

OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of consultations	5925	5930	5930	5930	5950
Number of workshops/events	114	120	115	115	122
Number of people attending the workshops/events	7495	5855	7485	5735	7680
Number of groups formed (ad hoc or formally organized)	1	1	1	1	1
Number of people involved in groups formed (above)	15	15	15	15	15
Number of volunteers trained	40	50	60	70	80
Number of publications written	33	32	30	30	32
Number of publications distributed	6010	6010	6010	6010	6010
Number of issues of newsletters written	53	53	55	55	55
Number of people receiving newsletters within a year's time	4100	4125	3950	3675	3700
Number of audio visual resources developed (video, slides, displays)	19	16	16	14	16
Number of articles in news media	38	37	42	34	35
Number of visits to cranberry website	60	70	80	85	90
Circulation of articles in news media	25,000	25,000	25,000	25,000	25,000

OUTCOME INDICATORS: Audiences (fiscal year 2000) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
525	Maine Dairy Producers	450	75	520	5	-	-	-	75
75	Maine Beef Producers	30	45	63	2	10	-	-	20
600	Maine Potato Producers	590	10	590	-	10	-	-	-
50	Consultants / tech representatives	40	10	46	1	1	1	1	10
100	Farm Employees	90	10	98	-	2	-	-	10
90	Students	45	45	86	1	1	1	1	90
1915	General Farmers	1653	262	1894	5	11	3	2	267

500	Blueberry Growers	450	50	485	-	15	-	-	10
74	Cranberry Growers	39	35	72	-	2	-	-	2
3300	Pesticide Applicator Training (PAT)	2900	400	3270	5	15	5	5	300
300	Pesticide applicators surveyed for Pesticide Impact Assessment Program	270	30	283	3	10	2	2	30
200	Homeowners/part-time farmers for pesticide education	100	100	186	3	7	2	2	75
2050	Green Industry members	1200	850	2050	-	-	-	-	50

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2001)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race					# of New Clients
				W	B	AI	H	A	
525	Maine Dairy Producers	450	75	520	5	-	-	-	75
75	Maine Beef Producers	30	45	63	2	10	-	-	20
600	Maine Potato Producers	590	10	590	-	10	-	-	-
50	Consultants / tech representatives	40	10	46	1	1	1	1	10
100	Farm Employees	90	10	98	-	2	-	-	10
90	Students	45	45	86	1	1	1	1	90
1975	General Farmers	1703	272	1954	5	11	3	2	277
500	Blueberry Growers	450	50	485	-	15	-	-	10
250	Green Industry Members	150	100	250	-	-	-	-	20
76	Cranberry Growers	40	36	74	-	2	-	-	2
3400	Pesticide Applicator Training (PAT)	2975	425	3370	5	15	5	5	340
320	Pesticide applicators surveyed for Pesticide Impact Assessment Program	290	30	303	3	10	2	2	30
230	Homeowners/part-time farmers for pesticide education	115	115	210	5	10	2	3	100

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

EVALUATION METHODS: (How will you evaluate your activities? Write your methods. For example, surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
Survey evaluations of participants and groups	X	X	X	X	X
Review numbers of producers writing nutrient management plans	X	X	X	X	X
Survey producers for changes in nutrient use	X	X	X	X	X
Pre- and post testing will be used in some training programs	X	X	X	X	X
Observation of numbers, types, and changes in farm enterprises	X	X	X	X	X
Evaluate other state agency data	X	X	X	X	X
Discussions with advisory committees	X	X	X	X	X
Track number of certified nutrient management plans	X	X	X	X	X
Number of soil tests by green industry members	X	X	X	X	X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, Uff/ departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
Other extension staff			X	X	X	X
Maine Department of Agriculture Food and Rural Resources			X			
NRCS (Natural Resources Conservation Service)			X			
MAFES (Maine Agricultural and Forestry Experiment Station)			X		X	
CSFA (Consolidated Farm Services Agency)			X			
University of Wisconsin Cooperative Extension			X			
Board of Pesticides Control			X			
Wild Blueberry Commission			X			
Soil and Water Conservation Districts	X					
UMass Cranberry Experiment Station				X		
Maine Cranberry Growers Association			X			
Cooperative Extension of other states				X		

Experiment Stations of other states				X		
Agricultural statistics serve	X		X			
Agricultural research service			X			

DAYS ALLOCATED TO THIS PERFORMANCE GOAL (How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)					
Fiscal Year	2000	2001	2002	2003	2004
# of Days	1295	1320	1300	1200	1323

Date: 5/28/99

**PERFORMANCE GOAL: Maine citizens will understand how surface water and groundwater systems function, better understand the threats to water resources, and take actions to protect Maine's natural resources.**

OUTCOME INDICATORS: Behaviors and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.)	Fiscal Year				
	2000	2001	2002	2003	2004
Maine citizens will take action to protect Maine's natural resources, particularly lakes by becoming watershed stewards.	105	105	90	90	85
Maine Citizens will form weekend watershed conservation teams to take action to correct easily correctable problems with the assistance of UMCE staff.	10	15	15	20	20
Maine citizens will use appropriate home horticulture practices to protect water resources.	185	200	170	170	145
Maine citizens will complete lake watershed surveys.	2	2	2	2	2
Maine citizens will have increased awareness of the threats to drinking water.	70	70	70	70	70
Maine citizens will take action to protect shellfish resources.	600	800	1000	600	600
Maine citizens will monitor phytoplankton for an early warning system for toxins affecting public health	100	100	100	100	100
Community groups will be involved in watershed management initiatives.	1	1	1	1	1
Acres will be covered in watershed management initiatives.	10000	10000	10000	10000	10000
Maine citizens will be involved in leadership training to protect natural resources.	55	55	40	40	40
Maine residents will protect wetland and riparian habitats.	15	15	15	15	15
Maine citizens will protect wildlife habitat in suburban and rural settings.	15	15	15	15	15
Farmers and homeowners within source water protection areas will assess and take action to prevent water contamination.	5	45	50	100	-



KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)  Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (5 years or more)
Deliver watershed stewards programs for specific lake watersheds.			X
Develop a marine habitat monitoring program.		X	
Train citizens to conduct phytoplankton monitoring.		X	
Develop and implement a marine tool kit program.		X	
Train citizens to conduct coastal water quality monitoring.		X	
Integrate Best Management Practices education into Master Gardener Education Programs.		X	
Conduct the Maine Agricultural and Natural Resources Leadership Institute.		X	
Train and collaborate with the Union River watershed group.		X	X
Assist with the Penobscot Bay Volunteer Network.		X	
Plant a farm demonstration plot at Highmoor Farm and share outcomes with agricultural producers			X
Form groups to implement erosion control activities.		X	
Provide educational programs for youth educators.		X	
Provide pesticide and fertilizer safety information to the general public.		X	
Help Maine citizens will complete lake watershed surveys.		X	
Maine farmers and homeowners will conduct water quality assessments.		X	

OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of consultations	116	142	203	203	128
Number of workshops/events	23	25	28	27	23
Number of people attending the workshops/events	710	990	830	1040	990
Number of groups formed (ad hoc or formally organized)	11	18	15	13	13
Number of people involved in groups formed	120	285	115	80	80
Number of volunteers trained	720	955	1125	720	720
Number of publications written	9	9	10	7	6
Number of publications distributed	485	420	550	450	450
Number of radio programs produced	1	1	2	2	2
Number of radio program listeners	7500	7500	7500	7500	7500
Number of issues of newsletters written	10	10	10	4	4
Number of people receiving newsletters within a year's time	740	815	740	600	600
Number of audio visual resources developed (video, slides, displays)	4	4	5	4	4
Number of articles in news media	8	9	9	8	8
Circulation of articles in news media	100k	100k	100k	100k	100k

OUTCOME INDICATORS: Audiences (fiscal year 2000) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
305	Maine citizens	165	140	275	9	7	4	4	75
15	Farmers	12	3	14	-	1	-	-	6
16	Youth Educators	8	8	14	-	1	1	-	-
20	Master Gardener Volunteers	8	12	20	-	-	-	-	-
65	Watershed Stewards	25	40	65	-	-	-	-	55
30	Watershed group members and volunteers	16	14	27	-	1	1	1	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H =

Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2001)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
345	Maine citizens	200	145	321	10	5	5	4	110
40	Farmers	35	5	38	1	1	-	-	4
30	Master Gardener Volunteers	10	20	30	-	-	-	-	-
120	Watershed Stewards	55	75	120	-	-	-	-	110
30	Watershed group members and volunteers	16	14	27	-	1	1	1	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2002)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
335	Maine citizens	160	175	311	7	8	5	4	115
40	Farmers	35	5	38	1	1	-	-	4
16	Youth Educators	8	8	14	-	1	1	-	-
20	Master Gardener Volunteers	8	12	20	-	-	-	-	-
120	Watershed Stewards	55	75	120	-	-	-	-	110
30	Watershed group members and volunteers	16	14	27	-	1	1	1	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2003)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
400	Maine citizens	205	195	372	12	6	6	4	120

40	Farmers	35	5	38	1	1	-	-	4
30	Master Gardener Volunteers	10	20	30	-	-	-	-	-
120	Watershed Stewards	55	75	120	-	-	-	-	110
30	Watershed group members and volunteers	16	14	27	-	1	1	1	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2004) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
325	Maine citizens	160	165	303	9	4	5	4	100
40	Farmers	35	5	38	1	1	-	-	4
16	Youth Educators	8	8	14	-	1	1	-	-
20	Master Gardener Volunteers	8	12	20	-	-	-	-	-
120	Watershed Stewards	55	75	120	-	-	-	-	110
30	Watershed group members and volunteers	16	14	27	-	1	1	1	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

EVALUATION METHODS: (How will you evaluate your activities? Write your methods. For example: surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
Track acres of land surveyed, number of groups trained, number of follow-up implementation projects completed	X	X	X	X	X
Track number of sites implemented with erosion controls	X	X	X	X	X
Track number of completed farmstead assessments/homestead assessments	X	X	X	X	
Pre- and post-tests	X	X	X	X	X
Surveys	X	X	X	X	X
Observations	X	X	X	X	X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, UM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
Americorp			X			
Maine Department of Agriculture, Food and Rural Resources			X			
Extension staff	X	X	X			
Board of Pesticides Control, Drinking water program			X			
School adult education programs	X					
New England Regional Monitoring Collaborative				X		
Soil and Water Conservation Districts	X		X			
Natural Resource Conservation Service	X		X			
Maine Department of Inland Fisheries and Wildlife.			X			
Unity College			X			
Gulf of Maine			X	X		
Conservation Law Foundation			X			
Maine Outdoor Heritage Foundation			X			
Sea Grant			X			
Bowdoin			X			
University of Southern Maine			X			
University of New England			X			
Food and Drug Administration			X			
Maine Department of Environmental Protection			X			
Acadia National Park			X			
US Fish and Wildlife			X			

**DAYS ALLOCATED TO THIS PERFORMANCE GOAL**

(How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)

Fiscal Year	2000	2001	2002	2003	2004
# of Days	327	363	384	384	334

Date: 5/28/99

**PERFORMANCE GOAL: Maine agricultural producers, private businesses, municipalities and residents will compost residual organic materials to enhance nutrient management, improve soils and reduce the solid waste stream in the state.**

OUTCOME INDICATORS: Behaviors and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.)	Fiscal Year				
	2000	2001	2002	2003	2004
People will graduate from UMCE Compost School.	80	80	80	80	80
Agricultural producers will start composting.	25	35	35	35	35
Municipalities will start composting.	5	5	5	5	5
Private compost facilities will be established.	30	40	40	40	40
Households will start composting.	265	365	365	365	365
Volunteer hours will be given by Master Composters for community projects.	280	280	280	280	280
People will participate in Master Composter projects.	250	250	250	250	250
Master Composter projects will be created.	15	15	15	15	15
Private composters will attend programs.	400	400	400	400	400
Master Gardener Volunteers will be train in composting education.	30	30	30	30	30
Residents will attend home composting programs.	410	410	410	410	410
Master Composters will be trained.	50	65	50	65	50

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (5 years or more)
Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?			
Host Compost School for large-scale compost operators.			X
Lead Master Composter training program.		X	X
Hold Home Composting Workshops.	X	X	X
Printed material and produce videos to teach composting.		X	

Provide consultations with private enterprises or municipalities that wish to compost organic wastes.		X	
Provide consultations with homeowners who wish to do backyard composting.		X	
Add educational session on composting to Master Gardener Volunteer Training.		X	
Educational Projects of the Maine Compost Team			X
Educational Events sponsored by Master Composters	X		
On-Farm Composting Workshops			X

OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of consultations	550	560	660	670	770
Number of workshops/events	55	52	52	54	56
Number of people attending the workshops/events	1035	1025	1035	1025	1205
Number of groups formed (ad hoc or formally organized)	12	12	12	12	12
Number of people involved in groups formed	40	40	40	40	40
Number of volunteers trained	105	160	105	605	105
Number of publications written	3	5	5	5	5
Number of publications distributed	2325	2325	2325	2325	2325
Number of issues of newsletters written	13	13	13	13	13
Number of people receiving newsletters within a year's time	1700	1700	1700	1700	1700
Number of audio visual resources developed (video, slides, displays)	5	5	5	5	5
Number of articles in news media	5	5	5	5	5
Circulation of articles in news media	1500	1500	1500	1500	1500



OUTCOME INDICATORS: Audiences (fiscal year 2000) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
700	Maine Citizens	350	350	579	102	15	2	2	200
1000	Agricultural Producers	990	10	990	2	5	2	1	10
2	Municipal employees/private enterprise owners	1	1	2	-	-	-	-	-
110	Homeowners	55	55	108	-	-	-	2	95
65	Households that start composting	18	45	63	-	1	1	-	-
250	Participants in Master Composter projects	120	130	230	2	5	6	7	-
700	Residents	450	250	660	10	10	10	10	200
20	Master Gardener trainees	10	10	18	1	1	-	-	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2001) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
700	Maine Citizens	350	350	693	2	1	1	3	200
1000	Agricultural Producers	990	10	990	2	5	2	1	10
2	Municipal or school employees/private enterprise owners	1	1	2	-	-	-	-	-
65	Households that start composting	18	45	63	-	1	1	-	-
250	Participants in Master Composter projects	120	130	230	2	5	6	7	-
700	Residents	450	250	660	10	10	10	10	200
80	Homeowners	45	35	80	-	-	-	-	10
40	Master Gardener Trainees	20	20	38	1	1	-	-	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2002) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
700	Maine Citizens	350	350	693	2	3	1	1	200
1000	Agricultural Producers	990	10	990	2	5	2	1	10
2	Municipal or school employees/private enterprise owners	1	1	2	-	-	-	-	-
65	Households that start composting	18	45	63	-	1	1	-	-
250	Participants in Master Composter projects	120	130	230	2	5	6	7	-
700	Residents	450	250	660	10	10	10	10	200
80	Homeowners	40	40	79	-	-	1	-	22
20	Master Gardener Trainees	10	10	18	1	1	-	-	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2003) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
700	Maine Citizens	350	350	693	2	-	1	1	200
1000	Agricultural Producers	990	10	990	2	5	2	1	10
2	Municipal or school employees/private enterprise owners	1	1	2	-	-	-	-	-
65	Households that start composting	18	45	63	-	1	1	-	-
250	Participants in Master Composter projects	120	130	230	2	5	6	7	-
700	Residents	450	250	660	10	10	10	10	200
80	Homeowners	35	45	80	-	-	-	-	18
40	Master Gardener trainees	20	20	38	1	1	-	-	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2004) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
700	Maine Citizens	350	350	693	2	-	1	1	200
1000	Agricultural Producers	990	10	990	2	5	2	1	10
2	Municipal or school employees/private enterprise owners	1	1	2	-	-	-	-	-
65	Households that start composting	18	45	63	-	1	1	-	-
250	Participants in Master Composter projects	120	130	230	2	5	6	7	-
700	Residents	450	250	660	10	10	10	10	200
80	Homeowners	50	30	79	1	-	-	-	10
20	Master Gardener Trainees	10	10	18	1	1	-	-	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

EVALUATION METHODS: (How will you evaluate your activities? Write your methods. For example, surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
Telephone surveys	X	X	X	X	X
Written surveys	X	X	X	X	X
Waste audits of composted materials	X		X		X
Number of new households composting	X	X	X	X	X
Observations	X	X	X	X	X
Pre- and post-test of all Master Gardener Trainees	X	X	X	X	X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, UM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
Maine Department of Agriculture, Food & Rural Res.			X			
Maine Department of Environmental Protection	X		X			
Maine Agricultural & Forest Experiment Station					X	
Maine Science Technology Foundation			X			
Dept. of Biosystems Science & Engineering					X	
Municipal officials	X					
Maine Compost Team			X			
School systems	X					
Master Gardener Volunteer Program	X					
College of Natural Services Forestry and Agriculture		X				
Natural Resource Conservation Service	X		X			
Maine State Planning Office			X			
Extension faculty	X		X			

DAYS ALLOCATED TO THIS PERFORMANCE GOAL (How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)					
Fiscal Year	2000	2001	2002	2003	2004
# of Days	488	498	468	498	468

Date: 5/28/99



**PERFORMANCE GOAL: Maine citizens will be exposed to and encouraged to adopt practical, sustainable research-based horticultural practices, which will improve their home-gardening success and lead to improved health and quality of life. The delivery of this information will foster an understanding of Maine agriculture.**

OUTCOME INDICATORS: Behaviors and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.)	Fiscal Year				
	2000	2001	2002	2003	2004
People will recognize significant improvement in gardening skills through participation in public garden programs.	1295	1345	1545	1545	1545
Volunteer hours will be given by Master Gardeners to provide horticulture information to the public and develop community horticulture projects.	6400	6400	6400	6400	6400
Educational and community projects will be developed and/or run by Master Gardeners.	48	45	50	45	50
People will participate in Master Gardener educational events and community projects.	1600	1500	1600	1500	1600
Master gardeners will further their education through college classes or Technical Programs.	7	6	7	11	12
Master Gardeners will start a horticulture-based business	7	6	7	6	7
Specimens will be collected.	800	700	800	700	800
People will start a garden.	102	105	105	155	155
Soil tests will be submitted.	825	825	825	925	925
People will expand their garden space.	840	840	840	890	890
Soil tests will be interpreted.	90	90	90	90	90
People will report reduced pesticide use.	570	575	580	580	580
People will donate vegetables to food pantries.	25	25	25	25	25
People will adopt ecologically sound landscape practices that enhance wildlife habitat.	50	50	40	40	40
Pounds of produce will be donated to food pantries.	500	600	700	800	1000
Value (in dollars) of food will be donated to food pantries.	\$350	\$420	\$490	\$560	\$700
Responses will be made to public requests.	7000	7000	8000	8000	8000
Horticultural therapy programs will be started.	1	1	1	1	1
People will use adaptive gardening techniques.	10	10	10	10	10

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)  Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (5 years or more)
Organize "Master Gardener Program"	X		
Create Elders Garden			X
Conduct Backyard habitat programs			X
Create Demonstration Gardens			X
Development of kids can grow program			X
Develop multi-county "garden Day"		X	
Organize programming support for Master Gardeners	X		
Organize "Home Horticulture Series with emphasis in vegetables or flowers"	X		
Organize beginning home horticulture series		X	
Farmers market volunteer program	X	X	X
Office and on-site consultations	X		
News articles	X		
Public presentations	X		

OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of consultations	3400	3400	3400	3400	3400
Number of workshops/events	70	73	72	73	72
Number of people attending the workshops/events	3230	3420	3430	3530	3530
Number of groups formed (ad hoc or formally organized)	2	5	2	3	5
Number of people involved in groups formed	100	130	120	140	140
Number of volunteers trained	230	245	225	230	260

Number of publications written	7	7	7	8	7
Number of publications distributed	6250	6250	6250	6250	6250
Number of issues of newsletters written	43	43	43	43	43
Number of people receiving newsletters within a year's time	2410	2410	2410	2410	2410
Number of audio visual resources developed (video, slides, displays)	14	15	15	14	14
Number of articles in news media	26	26	26	26	26
Circulation of articles in news media	112K	112K	112K	112K	112K
Number of people reached through Farmers Markets	2000	2000	2000	2000	2000
Number of television segments produced	30	30	30	30	30
Circulation of articles in news media	11500	11500	11500	11500	11500
Number of Master Gardener volunteers successfully completing training	80	60	80	60	80
Number of horticultural therapy adaptive gardening workshops/consultations	25	25	25	25	25

OUTCOME INDICATORS: Audiences (fiscal year 2000)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
119650	Home gardeners	61300	58350	119145	118	145	121	121	1965
40	Master Gardener Trainers	20	40	60	-	-	-	-	20
100	First-time gardeners	40	60	95	-	1	3	1	-
50	Young people	20	30	45	-	-	3	2	-
20	Low-Income People	10	10	16	1	1	1	1	18
10	Elders	5	5	10	-	-	-	-	8
250	Homeowners	150	100	235	5	5	-	5	100
25	Disabled people	10	15	19	-	1	3	2	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander



OUTCOME INDICATORS: Audiences (fiscal year 2001)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
119650	Home gardeners	61300	58350	119145	118	145	121	121	1965
40	Master Gardeners Trainers	20	40	60	-	-	-	-	20
100	First-time gardeners	40	60	95	-	1	3	1	-
20	Low-Income People	10	10	16	1	1	1	1	18
10	Elders	5	5	10	-	-	-	-	8
50	Young people	20	30	45	-	-	3	2	-
250	Homeowners	150	100	235	5	5	-	5	100
25	Disabled people	10	15	19	-	1	3	2	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2002)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
119350	Home gardeners	61150	58350	119145	118	145	121	121	1935
40	Master Gardeners Trainers	20	40	60	-	-	-	-	20
100	First-time gardeners	40	60	95	-	1	3	1	-
20	Low-Income People	10	10	16	1	1	1	1	18
10	Elders	5	5	10	-	-	-	-	8
50	Young people	20	30	45	-	-	3	2	-
25	Disabled people	10	15	19	-	1	3	2	---
250	Homeowners	150	100	235	5	5	-	5	100

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2003)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
119650	Home gardeners	61300	58350	119145	118	145	121	121	1965
40	Master Gardeners Trainers	20	40	60	-	-	-	-	20
100	First-time gardeners	40	60	95	-	1	3	1	-
20	Low-income People	10	10	16	1	1	1	1	18
10	Elders	5	5	10	-	-	-	-	8
50	Young people	20	30	45	-	-	3	2	-
250	Homeowners	150	100	235	5	5	-	5	100
25	Disabled people	10	15	19	-	1	3	2	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2004)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
119650	Home gardeners	61300	58350	119145	118	145	121	121	1965
40	Master Gardeners Trainers	20	40	60	-	-	-	-	20
100	First-time gardeners	40	60	95	-	1	3	1	-
20	Low-income People	10	10	16	1	1	1	1	18
10	Elders	5	5	10	-	-	-	-	8
50	Young people	20	30	45	-	-	3	2	-
250	Homeowners	150	100	235	5	5	-	5	100
25	Disabled people	10	15	19	-	1	3	5	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

EVALUATION METHODS (How will you evaluate your activities? Write your methods. For example, surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
Pre-tests post-tests	X	X	X	X	X
Number of requests for Master Gardener assistance to community projects	X	X	X	X	X
Surveys and interviews	X	X	X	X	X
Observations	X	X	X	X	X
Numbers and types of requests for individual assistance and information	X	X	X	X	X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, UM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
Food pantries	X					
Garden clubs	X	X	X			
Federation of Garden Clubs	X	X	X			
Schools	X					
Maine Master Gardeners			X			
Extension homemakers	X	X	X			
UMCE Home Horticulture Team	X	X	X			
Adult Education Departments	X	X	X			
Maine Agricultural Center			X			
NRCS			X			
Maine Department of Agriculture						
Home Horticulture Industry Groups	X	X	X	X		

DAYS ALLOCATED TO THIS PERFORMANCE GOAL (How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)					
Fiscal Year	2000	2001	2002	2003	2004
# of Days	907	966	1006	966	1006

Date: 5/28/99

**PERFORMANCE GOAL: Maine youth will acquire knowledge and skills to protect the natural environment and conserve natural resources.**

OUTCOME INDICATORS: Behaviors and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.)	Fiscal Year				
	2000	2001	2002	2003	2004
Youth will demonstrate environmental stewardship and/or sustainable natural resource practices.	320	400	400	450	470
Youth will demonstrate a knowledge of the laws of ecology and/or an understanding of their connections with the earth.	200	200	200	200	200

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)  Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (5 years or more)
Teaching Life Skills Model, Earth Connections, Waste Away, Penobscot RiverKeepers, LifeJackets	X	X	X
Workshop trainings, camps, community service projects.	X	X	X

OUTPUT INDICATORS (per year) (How much will you do? Write the numbers or people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of consultations	106	111	111	111	111
Number of workshops/events	213	218	223	223	223
Number of people attending the workshops/events	6785	6785	6785	6785	6785
Number of groups formed (ad hoc or formally organized)	122	122	122	122	122
Number of people involved in groups formed	2667	2670	2670	2670	2670
Number of volunteers trained	70	70	70	70	70
Number of publications written	6	6	6	6	6
Number of publications distributed	10,525	10,525	10,525	10,525	10,525

Number of issues of newsletters written	4	4	4	4	4
Number of people receiving newsletters within a year's time	2725	2725	2725	2725	2725
Number of audio visual resources developed (video, slides, displays)	3	3	3	3	3
Number of articles in news media	13	13	13	13	13
Circulation of articles in news media	127,000	127,000	127,000	127,000	127,000

**OUTCOME INDICATORS: Audiences (fiscal year 2000)**  
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
2770	Youth members of organized 4-H community or project clubs	1313	1457	2685	18	23	16	28	2669
335	Youth participating in 4-H special interest/short term/day/camp programs	161	174	292	9	14	14	6	130
140	Youth participating in 4-H overnight camp programs	61	79	132	4	-	1	3	54
2820	Youth participating in school enrichment programs	1156	1664	2752	17	19	16	16	2740
20	Youth participating in 4-H individual family study	10	10	20	-	-	-	-	2
305	Youth participating in 4-H leader/project skills training program.	125	180	292	3	3	3	4	305

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

**OUTCOME INDICATORS: Audiences (fiscal year 2001)**  
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
2780	Youth members of organized 4-H community or project clubs	1318	1462	2693	18	22	17	30	2609
360	Youth participating in 4-H special interest/short term/day/camp programs	171	189	352	4	-	1	3	54
140	Youth participating in 4-H overnight camp programs	61	79	132	4	-	1	3	54

2890	Youth participating in school enrichment programs	1191	1699	2791	27	30	20	22	2740
20	Youth participating in 4-H individual family study	10	10	20	-	-	-	-	2
305	Adults participating in 4-H leader/project skills training program.	125	180	292	3	3	3	4	305

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2002)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
2780	Youth members of organized 4-H community or project clubs	1318	1462	2693	18	22	17	30	2609
360	Youth participating in 4-H special interest/short term/day/camp programs	171	189	317	9	14	14	6	130
170	Youth participating in 4-H overnight camp programs	76	94	138	24	4	1	3	4
2890	Youth participating in school enrichment programs	1191	1699	2800	27	30	20	13	2740
20	Youth participating in 4-H individual family study	10	10	20	-	-	-	-	2
305	Adults participating in 4-H leader/project skills training program.	125	180	292	3	3	3	4	305

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2003)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
2780	Youth members of organized 4-H community or project clubs	1318	1462	2693	18	22	17	30	2669
360	Youth participating in 4-H special interest/short term/day/camp programs	171	189	317	9	14	14	6	230
170	Youth participating in 4-H overnight camp programs	76	94	138	24	4	1	3	4



2890	Youth participating in school enrichment programs	1191	1699	2800	27	30	20	13	2740
20	Youth participating in 4-H individual family study	10	10	10	-	-	-	-	2
305	Adults participating in 4-H leader/project skills training program.	125	180	292	3	3	3	4	305

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2004) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
2780	Youth members of organized 4-H community or project clubs	1318	1462	2783	18	22	17	30	2599
360	Youth participating in 4-H special interest/short term/day/camp programs	171	189	317	9	14	14	6	230
170	Youth participating in 4-H overnight camp programs	76	94	138	24	4	1	3	4
2890	Youth participating in school enrichment programs	1191	1699	2800	27	30	20	13	2740
20	Youth participating in 4-H individual family study	10	10	10	-	-	-	-	2
305	Adults participating in 4-H leader/project skills training program.	125	180	292	3	3	3	4	305

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

EVALUATION METHODS: (How will you evaluate your activities? Write your methods. For example, surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
Impact surveys, surveys, pre- and post-test observations	X	X	X	X	X



PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, LHM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
University, Extension	X	X	X	X	X	
Maine Department of Education, Maine Department of Conservation, Maine Department of Inland Fisheries and Wildlife	X	X	X			X
Private Industry	X	X	X	X		
Schools, Youth-serving organizations (Boy Scouts, Girl Scouts, YM-YWCA)						X
County/State coalitions	X	X	X			

DAYS ALLOCATED TO THIS PERFORMANCE GOAL (How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)					
Fiscal Year	2000	2001	2002	2003	2004
# of Days	250	250	250	250	250

Date: 5/28/99

**CSREES GOAL #5:  
Enhanced economic opportunity and quality of life for  
Americans.**

**Situation Statement (Securing and Sustaining a Livable Income)**

**Specific Plans of Work (in template format) for the following  
UMCE Performance Goals:**

- Maine people will learn about business resources as a result of attending UMCE educational programs. *(Also included in CSREES Goal #1)*
- Potential and existing small business owners will evaluate reliable information and make appropriate decisions regarding the start-up, continuance or expansion of their business. *(Also included in CSREES Goal #1)*
- Potential and existing small business owners will learn business management techniques and they will utilize this information to improve their business management practices. *(Also included in CSREES Goal #1)*
- UMCE will initiate collaborative efforts and cooperative partnerships with other business-assist organizations in Maine.
- Small and home-based business owners will assess their business needs and define goals to enhance their personal leadership in creating successful, profitable and socially conscious businesses.

**Situation Statement (Child and Family Development)**

**Specific Plans of Work (in template format) for the following  
UMCE Performance Goals:**

- UMCE is a leading organization in Maine parent educator training and is a central access point to research-based materials for supporting parent educators.
- Adults statewide will support healthy child development and positive parenting skills.
- Adults and families will engage in positive development and growth-enhancing relationships.

**Situation Statement (4-H and Youth Development)**

**Specific Plans of Work (in template format) for the following  
UMCE Performance Goals:**

- Maine youth will acquire employable and entrepreneurial skills to achieve personal financial goals.
- Maine youth will develop the skills necessary to become responsible citizens and effective leaders.
- Maine youth treat themselves and each other with respect and help create a safe environment in which to live and grow.
- Adults and older youth involved in Extension youth programming demonstrate and teach the knowledge and skills necessary to support positive youth development by acting as positive role models and by respecting the needs, rights and dignity of the youth with whom they work.
- Maine youth aspire to reach their full potential.

**Situation Statement (Managing Personal Financial Resources)**

**Specific Plan of Work (in template format) for the following  
UMCE Performance Goal:**

- **Maine individuals and families develop and maintain the necessary resources to sustain a desired way of life. (Also included in CSREES Goal #3)**

## **FY2000-FY2004 UMCE Situation Statement for CSREES Goal #5: Enhanced economic opportunity and quality of life for Americans**

### **Securing and Sustaining a Livable Income**

A 1998 statewide poll of Maine residents conducted by Market Decisions of South Portland, determined the most serious issue facing Maine people was the economy, specifically the need for more jobs and higher incomes. The need for more businesses, jobs, higher wages and job security were cited as specific problems. Those living in the northern and more rural areas of the state cited economic issues more often than people living in the southern and less rural areas of Maine did.

While the state's economy has been growing in recent years, there are significant regional economic disparities in Maine. The Maine Economic Growth Council recently reported that the income gap between Maine's wealthiest and poorest counties has increased steadily since the 1970s, and there is acute employment disparity by county, where the majority of Maine's counties had job growth rates less than the state average. Both income and employment growth have been strongest in the southern and coastal areas of the state, and weakest in the rural, natural-resource based "rim" counties. Even so, there is considerable variation in income and employment growth at the town level across the state. Maine's jobless rate varies considerably across the state from a low of 2.4 percent in Cumberland County to a high of 10.9 percent in Washington County. Nine of Maine's 16 counties have unemployment rates above the state average of 4.7 percent.

The economic outlook calls for continued steady economic growth, with southern and coastal areas of the state outperforming the rest of the state in the years ahead. About 85 percent of all new jobs in Maine are expected to come from the services and retail trade sectors concentrated in the southern coastal regions of Maine. The outlook for Maine's manufacturing sector calls for continued employment losses as traditional natural resource-based industries in Maine continue to erode and decline. Needless to say, the economy continues to be a top concern of Maine people, particularly those living in rural Maine.

Maine's economic future is dependent on the successful start-up, continuation and expansion of small businesses. There are over 100,000 small businesses in Maine. It is estimated that about 90 percent of them employ fewer than five employees. Many of these businesses are home-based and located in the rural areas of the state. Together, these small businesses contribute significantly to the employment base in Maine.

Successful start-up of small businesses has played a very important role in Maine's employment growth during the 1990s and is expected to continue through the next decade. Each new business in Maine adds an average of four jobs to the Maine economy. Businesses start small, but provide significant employment growth. About 25 percent of the start-ups in Maine are home-based and include every economic sector, from food processing to home childcare. It is estimated that two out of every three new jobs in Maine will be created by small businesses employing fewer than five people. Many of these businesses are expected to be home-based or micro-enterprises that add value to Maine's natural resources. Small and home-based businesses in Maine

represent entrepreneurial strength, diversity and durability, which contribute to the economic vitality of the state.

The steady erosion and decline of the traditional natural resource-based industries in Maine has adversely affected the quality of life for many Maine families. Many communities in Maine, especially rural ones, are experiencing rapid declines in secure and sustained employment opportunities, forcing many Maine families to drastically reduce their standard of living and quality of life. As a result, more and more Maine residents are considering starting a small business as a way of securing and sustaining a livable wage. There are also many established small businesses in Maine that have great potential to expand into new markets. Unfortunately, those interested in starting or expanding their own business often are unaware of the resources available to help them, and most lack the business management skills necessary to successfully evaluate, start and grow a small business. In fact, a recent study of small business owners in Maine indicated that a lack of knowledge about business management was a major problem in starting and growing their businesses.

The University of Maine Cooperative Extension is a lead organization in Maine working with those considering starting or growing a home-based business. Helping current and potential small and home-based businesses prosper will allow Maine families to secure and sustain a livable wage and improve their quality of life.

**PERFORMANCE GOAL: Maine people will learn about business resources as a result of attending UMCE educational programs.**

OUTCOME INDICATORS: Behaviors and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.)	Fiscal Year				
	2000	2001	2002	2003	2004
People will contact business-assist organizations.	185	195	205	205	205
People will take part in networking opportunities.	100	125	125	130	160
People will report ease in understanding and accessing small business educational resources.	370	375	405	405	405

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)  Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (6 years or more)
Small Business Clinics: Designed for current or potential small and home-based business owners to meet individually with UMCE staff to explore their business-related questions. Distribution of wide variety of resource materials and referrals to other business-assist organizations.			X
Workshops: Designed to address current and potential small and home-based business owners' needs related to issues concerning business management practices. Collaboration with other business-assist organizations, distribution of publications and other resource materials.			X
Conferences: Regional and statewide events targeting small or home-based business owners. These events will include workshops, networking opportunities, and a business tradeshow.		X	
Trade Area Analysis: The Trade Area Analysis program will be conducted for selected communities across the state.		X	
UMCE Staff Training: UMCE staff will be trained in high-priority business education topics and methods. Trainings will be conducted as part of the UMCE Small and Home-Based Business Team quarterly meeting.			X
Leadership Institute: An opportunity for small and home-based business owners to assess their personal needs and define goals to enhance their leadership skills. A collaboration of small and home-based business owners will design and deliver this institute.		X	

Partnerships: UMCE will initiate collaborative and cooperative efforts with other business-assist organizations and small and home-based business owners to strengthen our collective efforts in meeting the business education needs of Maine's small and home-based business owners.

X

OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of people attending UMCE educational workshops	1190	1190	1270	1300	1340
Number of people requesting business-related information	515	515	515	515	515
Number of UMCE educational workshops held	62	61	63	62	63
Number of UMCE-sponsored networking programs held	7	7	7	7	7
Number of people attending UMCE-sponsored networking programs	20	20	20	20	20
Number of publications written	7	6	6	6	6
Number of publications distributed	1975	1995	2000	2000	2000
Number of issues of newsletters written and distributed	28	28	28	28	28
Number of articles in news media	42	47	48	48	48
Circulation of articles in news media	168K	168K	168K	169K	169K

OUTCOME INDICATORS: Audiences (fiscal year 2000)  
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
194	Potential small or home-based business owners	82	112	184	1	6	2	1	86
147	Current small or home-based business owners	40	107	143	1	1	1	1	30
3	Business-assist organizations	1	2	3	-	-	-	-	1

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2001) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
197	Potential small or home-based business owners	82	115	186	1	6	3	1	81
161	Current small or home-based business owners	48	113	156	1	1	2	1	35
3	Business assist organizations	1	2	3	-	-	-	-	3

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2002) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
210	Potential small or home-based business owners	89	121	201	1	5	2	1	84
164	Current small or home-based business owners	46	118	159	1	2	1	1	32
3	Business assist organizations	1	3	3	-	-	-	-	1

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2003) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
185	Potential small or home-based business owners	80	105	174	2	5	3	1	78
221	Current small or home-based business owners	73	148	216	1	2	1	1	38
3	Business assist organizations	1	2	3	-	-	-	-	1

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander



OUTCOME INDICATORS: Audiences (fiscal year 2004) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
179	Potential small or home-based business owners	79	100	170	2	4	2	1	79
246	Current small or home-based business owners	84	162	240	1	2	2	1	58
3	Business assist organizations	1	2	3	-	-	-	-	1

EVALUATION METHODS: (How will you evaluate your activities? Write your methods. For example: surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
Short-term: Written questionnaires will be administered to workshop and conference participants immediately following each educational program to assess short-term impacts.	X	X	X	X	X
Long-term: Follow-up written questionnaires will be sent to program participants sometime after six months following the event to assess long-term impacts.	X	X	X	X	X
Observation and Interview: The observation and interview methods of evaluation will be used to assess program impacts of people attending UMCE's small business clinics and other educational programs.	X	X	X	X	X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, UM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
U.S. Small Business Administration			X			
U.S. Department of Agriculture			X			
U.S. Department of Commerce			X			
Internal Revenue Service			X			
Maine Department of Economic and Community Development			X			
Maine Resource Conservation and Development Districts (RC & D's)		X	X			

Maine Chamber of Commerce and Industry	X		X			
Maine Department of Labor	X	X	X			
Maine Department of Human Services			X			
Maine Child Resource Development Centers	X	X				
Eastern Maine Development Corporation		X				
Coastal Enterprises, Inc.			X			
Maine Development Foundation			X			
Local community development organizations	X	X				
Maine financial institutions	X	X	X			
UM Department of Industrial Cooperation					X	
UM Margaret Chase Smith Center					X	
UM School of Business					X	
UM Department of Resource Economics & Policy					X	
USM Muskie Institute						X
Service Corps of Retired Executives (SCORE)	X	X	X			
Maine Centers for Women, Work & Community		X	X			
Maine Rural Development Council			X			X
National Home-Based Business Design Team				X		
University of Maine System Colleges						X

DAYS ALLOCATED TO THIS PERFORMANCE GOAL (How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)					
Fiscal Year	2000	2001	2002	2003	2004
# of Days	164	169	172	168	168

Date: 5/28/99

**PERFORMANCE GOAL: Potential and existing small business owners will evaluate reliable information and make appropriate decisions regarding start-up, continuance or expansion of their business.**

OUTCOME INDICATORS: Behaviors and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.)	Fiscal Year				
	2000	2001	2002	2003	2004
Enterprises will be retained/expanded.	234	232	239	241	241
New enterprises will be created.	107	111	116	113	113
Non-viable business will not be started.	26	27	28	28	28
Enterprises will transition to closure.	6	6	6	6	6
Enterprises will report increased revenues and/or decreased costs.	63	70	70	72	73
Jobs will be created.	147	148	149	149	150

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)  Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (5 years or more)
Small Business Clinics: Designed for current or potential small and home-based business owners to meet individually with UMCE staff to explore their business-related questions. Distribution of wide variety of resource materials and referrals to other business-assist organizations.			X
Workshops: Designed to address current and potential small and home-based business owners' needs related to issues concerning business management practices. Collaboration with other business-assist organizations, distribution of publications and other resource materials.			X
Conferences: Regional and statewide events targeting small or home-based business owners. These events will include workshops, networking opportunities, and a business tradeshow.		X	
Trade Area Analysis: The Trade Area Analysis program will be conducted for selected communities across the state.		X	
UMCE Staff Training: UMCE staff will be trained in high-priority business education topics and methods. Trainings will be conducted as part of the UMCE Small and Home-Based Business Team quarterly meeting.			X

Leadership Institute: An opportunity for small and home-based business owners to assess their personal needs and define goals to enhance their leadership skills. A collaboration of small and home-based business owners will design and deliver this institute.		X	
Partnerships: UMCE will initiate collaborative and cooperative efforts with other business-assist organizations and small and home-based business owners to strengthen our collective efforts in meeting the business education needs of Maine's small and home-based business owners.			X

OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of enterprises assisted	463	455	455	465	465

OUTCOME INDICATORS: Audiences (fiscal year 2000) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
194	Potential small or home-based business owners	82	112	184	1	6	2	1	86
147	Current small or home-based business owners	40	107	143	1	1	1	1	30
3	Business-assist organizations	1	2	3	-	-	-	-	1

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2001) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
197	Potential small or home-based business owners	82	115	186	1	6	3	1	81
161	Current small or home-based business owners	48	113	156	1	1	2	1	35
3	Business assist organizations	1	2	3	-	-	-	-	3

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

**OUTCOME INDICATORS: Audiences (fiscal year 2002)**  
 (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
210	Potential small or home-based business owners	89	121	201	1	5	2	1	84
164	Current small or home-based business owners	46	118	159	1	2	1	1	32
3	Business assist organizations	1	3	3	-	-	-	-	1

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

**OUTCOME INDICATORS: Audiences (fiscal year 2003)**  
 (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
185	Potential small or home-based business owners	80	105	174	2	5	3	1	78
221	Current small or home-based business owners	73	148	216	1	2	1	1	38
3	Business assist organizations	1	2	3	-	-	-	-	1

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

**OUTCOME INDICATORS: Audiences (fiscal year 2004)**  
 (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
179	Potential small or home-based business owners	79	100	170	2	4	2	1	79
246	Current small or home-based business owners	84	162	240	1	2	2	1	58
3	Business assist organizations	1	2	3	-	-	-	-	1

EVALUATION METHODS: (How will you evaluate your activities? Write your methods. For example, surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
Short-term: Written questionnaires will be administered to workshop and conference participants immediately following each educational program to assess short-term impacts.	X	X	X	X	X
Long-term: Follow-up written questionnaires will be sent to program participants sometime after six months following the event to assess long-term impacts.	X	X	X	X	X
Observation and Interview: The observation and interview methods of evaluation will be used to assess program impacts of people attending UMCE's small business clinics and other educational programs.	X	X	X	X	X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, UM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
U.S. Small Business Administration			X			
U.S. Department of Agriculture			X			
U.S. Department of Commerce			X			
Internal Revenue Service			X			
Maine Department of Economic and Community Development			X			
Maine Resource Conservation and Development Districts (RC & D's)		X	X			
Maine Chamber of Commerce and Industry	X		X			
Maine Department of Labor	X	X	X			
Maine Department of Human Services			X			
Maine Child Resource Development Centers	X	X				
Eastern Maine Development Corporation		X				
Coastal Enterprises, Inc.			X			
Maine Development Foundation			X			
Local community development organizations	X	X				
Maine financial institutions	X	X	X			

UM Department of Industrial Cooperation					X	
UM Margaret Chase Smith Center					X	
UM School of Business					X	
UM Department of Resource Economics & Policy					X	
USM Muskie Institute						X
Service Corps of Retired Executives (SCORE)	X	X	X			
Maine Centers for Women, Work & Community		X	X			
Maine Rural Development Council			X			X
National Home-Based Business Design Team				X		
University of Maine System Colleges						X

DAYS ALLOCATED TO THIS PERFORMANCE GOAL (How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)					
Fiscal Year	2000	2001	2002	2003	2004
# of Days	164	169	172	168	168

Date: 5/28/99



**PERFORMANCE GOAL: Potential and existing small business owners will learn business management techniques and utilize this information to improve their business management practices.**

OUTCOME INDICATORS: Behaviors and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.)	Fiscal Year				
	2000	2001	2002	2003	2004
People will write business plans.	154	159	160	160	160
People will write marketing plans.	82	89	91	93	93
People will writing customer service plans.	48	50	50	50	50
People will develop record keeping systems.	165	182	184	184	185
People will adopt one or more business management practices (e.g. developing a pricing strategy, etc.).	355	415	450	450	450

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)  Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (5 years or more)
Small Business Clinics: Designed for current or potential small and home-based business owners to meet individually with UMCE staff to explore their business-related questions. Distribution of wide variety of resource materials and referrals to other business-assist organizations.			X
Workshops: Designed to address current and potential small and home-based business owners' needs related to issues concerning business management practices. Collaboration with other business-assist organizations, distribution of publications and other resource materials.			X
Conferences: Regional and statewide events targeting small or home-based business owners. These events will include workshops, networking opportunities, and a business tradeshow.		X	- - -
Trade Area Analysis: The Trade Area Analysis program will be conducted for selected communities across the state.		X	-
UMCE Staff Training: UMCE staff will be trained in high-priority business education topics and methods. Trainings will be conducted as part of the UMCE Small and Home-Based Business Team quarterly meeting.			X



Leadership Institute: An opportunity for small and home-based business owners to assess their personal needs and define goals to enhance their leadership skills. A collaboration of small and home-based business owners will design and deliver this institute.		X	
Partnerships: UMCE will initiate collaborative and cooperative efforts with other business-assist organizations and small and home-based business owners to strengthen our collective efforts in meeting the business education needs of Maine's small and home-based business owners.			X

OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of people attending small business clinics	76	76	76	76	76
Number of small business clinics held	23	23	23	23	23
Number of individual consultations held	315	315	317	317	307
Number of existing small business owners participating in UMCE educational programs	545	545	545	545	545
Number of potential small business owners participating in UMCE educational programs	65	60	60	60	60
Number of Trade Area Analyses conducted	7	7	7	7	7
Number of economic reports disseminated	25	25	25	25	25

OUTCOME INDICATORS: Audiences (fiscal year 2000) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
971	Potential small or home-based business owners	408	563	913	6	32	13	7	433
733	Current small or home-based business owners	202	531	714	3	3	8	5	149
17	Business-assist organizations	6	11	17	-	-	-	-	4

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2001) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
985	Potential small or home-based business owners	412	573	927	6	32	14	6	408
805	Current small or home-based business owners	238	567	784	2	4	9	6	176
17	Business assist organizations	6	11	17	-	-	-	-	4

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2002) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
1050	Potential small or home-based business owners	446	604	1006	6	24	10	4	418
820	Current small or home-based business owners	230	590	799	3	8	6	4	161
17	Business assist organizations	6	11	17	-	-	-	-	4

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2003) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
925	Potential small or home-based business owners	402	523	872	9	26	13	5	391
1105	Current small or home-based business owners	365	740	1081	3	8	7	6	188
17	Business assist organizations	6	11	17	-	-	-	-	4

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2004) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
895	Potential small or home-based business owners	394	501	848	10	21	10	6	395
1230	Current small or home-based business owners	420	810	1,200	3	11	9	7	288
17	Business assist organizations	6	11	17	-	-	-	-	4

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

EVALUATION METHODS: (How will you evaluate your activities? Write your methods. For example: surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
Short-term: Written questionnaires will be administered to workshop and conference participants immediately following each educational program to assess short-term impacts.	X	X	X	X	X
Long-term: Follow-up written questionnaires will be sent to program participants sometime after six months following the event to assess long-term impacts.	X	X	X	X	X
Observation and Interview: The observation and interview methods of evaluation will be used to assess program impacts of people attending UMCE's small business clinics and other educational programs.	X	X	X	X	X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, UM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
U.S. Small Business Administration			X			
U.S. Department of Agriculture			X			
U.S. Department of Commerce			X			
Internal Revenue Service			X			
Maine Department of Economic and Community Development			X			

Maine Resource Conservation and Development Districts (RC & D's)		X	X			
Maine Chamber of Commerce and Industry	X		X			
Maine Department of Labor	X	X	X			
Maine Department of Human Services			X			
Maine Child Resource Development Centers	X	X				
Eastern Maine Development Corporation		X				
Coastal Enterprises, Inc.			X			
Maine Development Foundation			X			
Local community development organizations	X	X				
Maine financial institutions	X	X	X			
UM Department of Industrial Cooperation					X	
UM Margaret Chase Smith Center					X	
UM School of Business					X	
UM Department of Resource Economics & Policy					X	
USM Muskie Institute						X
Service Corps of Retired Executives (SCORE)	X	X	X			
Maine Centers for Women, Work & Community		X	X			
Maine Rural Development Council			X			X
National Home-Based Business Design Team				X		
University of Maine System Colleges						X

**DAYS ALLOCATED TO THIS PERFORMANCE GOAL**

(How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)

Fiscal Year	2000	2001	2002	2003	2004
# of Days	822	847	859	841	841

Date: 5/28/99

**PERFORMANCE GOAL: UMCE will initiate collaborative efforts and cooperative partnerships with other business-assist organizations in Maine.**

OUTCOME INDICATORS: Behaviors and impacts (What are your objectives? Write specific, measurable outcome-based objectives.)	Fiscal Year				
	2000	2001	2002	2003	2004
Cooperative groups will be formed.	4	5	6	6	6
Collaborative groups will be formed.	11	11	13	13	13
Cooperative/collaborative efforts will result in educational activities.	4	5	5	5	6

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)  Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (5 years or more)
Small Business Clinics: Designed for current or potential small and home-based business owners to meet individually with UMCE staff to explore their business-related questions. Distribution of wide variety of resource materials and referrals to other business-assist organizations.			X
Workshops: Designed to address current and potential small and home-based business owners' needs related to issues concerning business management practices. Collaboration with other business-assist organizations, distribution of publications and other resource materials.			X
Conferences: Regional and statewide events targeting small or home-based business owners. These events will include workshops, networking opportunities, and a business tradeshow.		X	
Trade Area Analysis: The Trade Area Analysis program will be conducted for selected communities across the state.		X	
UMCE Staff Training: UMCE staff will be trained in high-priority business education topics and methods. Trainings will be conducted as part of the UMCE Small and Home-Based Business Team quarterly meeting.			X
Leadership Institute: An opportunity for small and home-based business owners to assess their personal needs and define goals to enhance their leadership skills. A collaboration of small and home-based business owners will design and deliver this institute.		X	
Partnerships: UMCE will initiate collaborative and cooperative efforts with other business-assist organizations and small and home-based business owners to strengthen our collective efforts in meeting the business education needs of Maine's small and home-based business owners.			X

OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of cooperative efforts initiated	5	5	5	5	5
Number of collaborative efforts initiated	4	5	5	5	5
Number of organizations involved in cooperative efforts	10	7	9	9	9
Number of organizations involved in collaborative efforts	4	9	12	12	11
Number of individuals participating in cooperative efforts	16	16	16	16	16
Number of individuals participating in collaborative efforts	66	81	96	96	96
Number of small and home-based business owners participating in cooperative efforts	35	35	35	35	35
Number of small and home-based business owners participating in collaborative efforts	9	9	9	9	9

OUTCOME INDICATORS: Audiences (fiscal year 2000) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
194	Potential small or home-based business owners	82	112	184	1	6	2	1	86
147	Current small or home-based business owners	40	107	143	1	1	1	1	30
3	Business-assist organizations	1	2	3	-	-	-	-	1

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2001) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
197	Potential small or home-based business owners	82	115	186	1	6	3	1	81
161	Current small or home-based business owners	48	113	156	1	1	2	1	35



3	Business assist organizations	1	2	3	-	-	-	-	3
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\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

**OUTCOME INDICATORS: Audiences (fiscal year 2002)**  
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
210	Potential small or home-based business owners	89	121	201	1	5	2	1	84
164	Current small or home-based business owners	46	118	159	1	2	1	1	32
3	Business assist organizations	1	3	3	-	-	-	-	1

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

**OUTCOME INDICATORS: Audiences (fiscal year 2003)**  
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
185	Potential small or home-based business owners	80	105	174	2	5	3	1	78
221	Current small or home-based business owners	73	148	216	1	2	1	1	38
3	Business assist organizations	1	2	3	-	-	-	-	1

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

**OUTCOME INDICATORS: Audiences (fiscal year 2004)**  
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
179	Potential small or home-based business owners	79	100	170	2	4	2	1	79
246	Current small or home-based business owners	84	162	240	1	2	2	1	58

3	Business assist organizations	1	2	3	-	-	-	-	1
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\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

EVALUATION METHODS: (How will you evaluate your activities? Write your methods. For example, surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
Short-term: Written questionnaires will be administered to workshop and conference participants immediately following each educational program to assess short-term impacts.	X	X	X	X	X
Long-term: Follow-up written questionnaires will be sent to program participants sometime after six months following the event to assess long-term impacts.	X	X	X	X	X
Observation and Interview: The observation and interview methods of evaluation will be used to assess program impacts of people attending UMCE's small business clinics and other educational programs.	X	X	X	X	X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, UM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
U.S. Small Business Administration			X			
U.S. Department of Agriculture			X			
U.S. Department of Commerce			X			
Internal Revenue Service			X			
Maine Department of Economic and Community Development			X			
Maine Resource Conservation and Development Districts (RC & D's)		X	X			
Maine Chamber of Commerce and Industry	X		X			
Maine Department of Labor	X	X	X			
Maine Department of Human Services			X			
Maine Child Resource Development Centers	X	X				
Eastern Maine Development Corporation		X				



Coastal Enterprises, Inc.			X			
Maine Development Foundation			X			
Local community development organizations	X	X				
Maine financial institutions	X	X	X			
UM Department of Industrial Cooperation					X	
UM Margaret Chase Smith Center					X	
UM School of Business					X	
UM Department of Resource Economics & Policy					X	
USM Muskie Institute						X
Service Corps of Retired Executives (SCORE)	X	X	X			
Maine Centers for Women, Work & Community		X	X			
Maine Rural Development Council			X			X
National Home-Based Business Design Team				X		
University of Maine System Colleges						X

**DAYS ALLOCATED TO THIS PERFORMANCE GOAL**  
 (How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)

Fiscal Year	2000	2001	2002	2003	2004
# of Days	164	169	172	168	168

Date: 5/28/99

**PERFORMANCE GOAL: Small and home-based business owners will assess their business needs and define goals to enhance their personal leadership in creating successful, profitable and socially conscious businesses.**

OUTCOME INDICATORS: Behaviors and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.)	Fiscal Year				
	2000	2001	2002	2003	2004
People will report mentoring other business owners.	61	65	70	70	75
People will present/facilitate educational activities at conferences, etc.	14	15	15	14	16
People will increased their confidence and participate in organizational or community affairs related to small business.	28	31	45	50	55
People will report increased understanding of personal leadership skills.	33	35	38	33	33
People will report increased understanding of others' leadership skills.	33	39	43	46	48
People will use leadership skills to bring about change in their business and those with whom they interact.	27	32	38	38	40
People will use leadership skills to enhance small or home-based businesses in Maine.	22	26	30	30	30
People will be involved in public policy issues affecting small or home-based businesses in Maine.	20	20	20	20	20

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (5 years or more)
Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?			
Small Business Clinics: Designed for current or potential small and home-based business owners to meet individually with UMCE staff to explore their business-related questions. Distribution of wide variety of resource materials and referrals to other business-assist organizations.			X
Workshops: Designed to address current and potential small and home-based business owners' needs related to issues concerning business management practices. Collaboration with other business-assist organizations, distribution of publications and other resource materials.			X
Conferences: Regional and statewide events targeting small or home-based business owners. These events will include workshops, networking opportunities, and a business tradeshow.		X	

Trade Area Analysis: The Trade Area Analysis program will be conducted for selected communities across the state.		X	
UMCE Staff Training: UMCE staff will be trained in high-priority business education topics and methods. Trainings will be conducted as part of the UMCE Small and Home-Based Business Team quarterly meeting.			X
Leadership Institute: An opportunity for small and home-based business owners to assess their personal needs and define goals to enhance their leadership skills. A collaboration of small and home-based business owners will design and deliver this institute.		X	
Partnerships: UMCE will initiate collaborative and cooperative efforts with other business-assist organizations and small and home-based business owners to strengthen our collective efforts in meeting the business education needs of Maine's small and home-based business owners.			X

OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of people cooperatively and collaboratively planning educational events	26	26	26	26	26

OUTCOME INDICATORS: Audiences (fiscal year 2000) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
194	Potential small or home-based business owners	82	112	184	1	6	2	1	86
147	Current small or home-based business owners	40	107	143	1	1	1	1	30
3	Business-assist organizations	1	2	3	-	-	-	-	1

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2001) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
197	Potential small or home-based business owners	82	115	186	1	6	3	1	81
161	Current small or home-based business owners	48	113	156	1	1	2	1	35
3	Business assist organizations	1	2	3	-	-	-	-	3

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2002) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
210	Potential small or home-based business owners	89	121	201	1	5	2	1	84
164	Current small or home-based business owners	46	118	159	1	2	1	1	32
3	Business assist organizations	1	3	3	-	-	-	-	1

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2003) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
185	Potential small or home-based business owners	80	105	174	2	5	3	1	- 78
221	Current small or home-based business owners	73	148	216	1	2	1	1	38
3	Business assist organizations	1	2	3	-	-	-	-	1

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2004) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
179	Potential small or home-based business owners	79	100	170	2	4	2	1	79
246	Current small or home-based business owners	84	162	240	1	2	2	1	58
3	Business assist organizations	1	2	3	-	-	-	-	1

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

EVALUATION METHODS: (How will you evaluate your activities? Write your methods. For example: surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
Short-term: Written questionnaires will be administered to workshop and conference participants immediately following each educational program to assess short-term impacts.	X	X	X	X	X
Long-term: Follow-up written questionnaires will be sent to program participants sometime after six months following the event to assess long-term impacts.	X	X	X	X	X
Observation and Interview: The observation and interview methods of evaluation will be used to assess program impacts of people attending UMCE's small business clinics and other educational programs.	X	X	X	X	X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, UM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
U.S. Small Business Administration			X			...
U.S. Department of Agriculture			X			
U.S. Department of Commerce			X			
Internal Revenue Service			X			
Maine Department of Economic and Community Development			X			

Maine Resource Conservation and Development Districts (RC & D's)		X	X			
Maine Chamber of Commerce and Industry	X		X			
Maine Department of Labor	X	X	X			
Maine Department of Human Services			X			
Maine Child Resource Development Centers	X	X				
Eastern Maine Development Corporation		X				
Coastal Enterprises, Inc.			X			
Maine Development Foundation			X			
Local community development organizations	X	X				
Maine financial institutions	X	X	X			
UM Department of Industrial Cooperation					X	
UM Margaret Chase Smith Center					X	
UM School of Business					X	
UM Department of Resource Economics & Policy					X	
USM Muskie Institute						X
Service Corps of Retired Executives (SCORE)	X	X	X			
Maine Centers for Women, Work & Community		X	X			
Maine Rural Development Council			X			X
National Home-Based Business Design Team				X		
University of Maine System Colleges						X

**DAYS ALLOCATED TO THIS PERFORMANCE GOAL**

(How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)

Fiscal Year	2000	2001	2002	2003	2004
# of Days	164	169	172	168	168

Date: 5/28/99

## **FY2000-FY2004 UMCE Situation Statement for CSREES Goal #5: Enhanced economic opportunity and quality of life for Americans.**

### **Child and Family Development**

*Families come in different sizes and ages and varieties and colors. What families have in common around the world is that they are the place where people learn who they are and how to be that way.<sup>1</sup> Families are the primary places where children learn how to be adults.<sup>2</sup>*

Strong, healthy families are the foundation of our communities and our nation. At the foundation of strong, healthy families is a core understanding of relationship and family process and skills, the ability to care for and nurture self and others, and critical parenting practices. Strong family relationships are based on recognizing and building family strengths, understanding family diversity and family development, learning effective ways to manage individual and family stress, and creating safe and healthy environments for all adults and children.

The National Extension Parent Education Model states that "parents experience special pressure today not faced by previous generations [and] a majority of American adults, regardless of age, race, marital, or parental status believe that it is harder to be a parent today than it used to be...parents today often are uncertain about what is the right thing to do in raising their children." We believe that effective parenting can be learned by people of all ages. Therefore, special attention must be given to supporting and strengthening the skills of parents and all adults who care for children by teaching critical parenting practices: nurturing, guiding and motivating children; understanding child development; and advocating for children.

Adults and teens who choose to parent their own and other people's children are shaping our collective future. However, poverty and less than a high school education add stress for many families, exacerbating the barriers, transitions and risks all families face. In Maine, 19.4 percent of the children live at or below the poverty line, and 8.4 percent of births are to unmarried teen mothers who have not completed 12 years of school.<sup>3</sup> Children in single-parent families tend to have fewer parental resources available to them and are more likely to live in poverty. A growing number of children across our state do not have adequate financial, health and child care resources.

Child abuse and neglect remain too much a part of the fabric of our children's lives. In 1997 alone, 19.4 percent of Maine's children age 0 to 19 were victims of substantiated child abuse or neglect, an increase of 4.2 percent in three years and substantially above the national average of 15 percent. Ten percent of our state's children aged 0 to 17 are in Department of Human Services care or custody.

Our focus for the years 2000-2004 is threefold: training and supporting parenting educators using a wide variety of teaching/learning formats and resource-based materials; supporting healthy child development and positive parenting skills; and supporting adults and families to engage in positive development and growth-enhancing relationships across the life span.

<sup>1</sup> Clarke, J. I. (1978). *Self-Esteem: A Family Affair*. New York, NY: Harper Collins, p. 1.

<sup>2</sup> Clarke, J. I. (1998). *Growing Up Again: Parenting Ourselves, Parenting Our Children*, 2<sup>nd</sup> ed. Center City, MN: Hazelden, p. 5.

<sup>3</sup> *Maine Kids Count 1999*. Birth rate of 8.4 percent is a five-year average, 1992-1996.



**PERFORMANCE GOAL: UMCE will be recognized as a leading organization in Maine parent educator training and is a central access point to research-based materials for supporting parent educators.**

OUTCOME INDICATORS: Behaviors and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.)	Fiscal Year				
	2000	2001	2002	2003	2004
Parent educators will adopt at least one new practice or skill in leading parenting classes or groups.	252	200	222	245	257
Parent educators will adopt at least one new practice or skill in working with parents.	215	165	185	180	180
Child care providers will adopt at least one new practice or skill that enhances their ability to care for children and/or work with parents.	175	165	185	185	185

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (6 years or more)
Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?			
Provide training programs for parent educators, child care providers and other helping professionals.	X	X	X
Provide and distribute fact sheets and calendars.	X	X	
Develop resources, lending libraries, and access to resources.	X	X	
Provide consultations and client contacts.	X	X	
Support Parent Educator Network.	X	X	X
Distribute "Child Care Connections," "Child Care Center Connections," and "School Age Connections" newsletters.	X	X	
Collaborate with other local, regional, and statewide agencies and organizations to promote parent educator training.	X	X	
Assist with implementation of volunteer component and training for parent educators associated with home visitation programs.	X	X	



OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of consultations	110	110	110	110	110
Number of workshops/events	20	18	20	18	20
Number of people attending the workshops/events	277	270	292	270	292
People involved in groups formed	25	30	30	30	30
Number of volunteers trained	26	36	46	56	56
Number of publications written	6	3	3	3	3
Number of publications distributed	4045	4065	4075	4100	4100
Number of issues of newsletters/calendars written	17	17	13	13	13
Number of people receiving newsletters/calendars	2150	2150	2000	2000	2000
Audio visual resources developed (video, slides, displays)	2	2	2	2	2
Number of articles in news media	14	14	14	14	14

OUTCOME INDICATORS: Audiences (fiscal year 2000) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
292	Parent educators and other helping professionals	32	260	282	1	7	1	1	101
210	Child care providers	-	210	210	-	-	-	-	120

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2001) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
300	Parent educators and other helping professionals	35	265	276	3	9	1	1	100

210	Child care providers	-	210	210	-	-	-	-	20
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\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

**OUTCOME INDICATORS: Audiences (fiscal year 2002)**  
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
327	Parent educators and other helping professionals	35	292	313	3	9	1	1	95
210	Child care providers	-	210	210	-	-	-	-	20

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

**OUTCOME INDICATORS: Audiences (fiscal year 2003)**  
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
320	Parent educators and other helping professionals	33	287	311	1	6	-1	1	100
210	Child care providers	-	210	210	-	-	-	-	20

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

**OUTCOME INDICATORS: Audiences (fiscal year 2004)**  
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
297	Parent educators and other helping professionals	40	257	288	1	6	1	1	105
210	Child care provisions	-	210	210	-	-	-	-	20

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

EVALUATION METHODS: (How will you evaluate your activities? Write your methods. For example, surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
Pre- and post-assessments of changes in knowledge, attitudes, and behavior	X	X	X	X	X
Surveys	X	X	X	X	X
Demonstration of new skills	X	X	X	X	X
Frequency use of resources/topics	X	X	X	X	X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, UM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
Other Extension offices	X	X	X	X		X
University of Maine College of Education and Human Development					X	
UMCE Nutrition Supervisors	X	X	X		X	
Other local, regional, and state agencies and organizations	X		X	X		X

DAYS ALLOCATED TO THIS PERFORMANCE GOAL (How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)					
Fiscal Year	2000	2001	2002	2003	2004
# of Days	286	283	296	278	281

Date: 5/28/99

**PERFORMANCE GOAL: Adults statewide will support healthy child development and positive parenting skills.**

OUTCOME INDICATORS: Behaviors and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.)	Fiscal Year				
	2000	2001	2002	2003	2004
Adults will adopt at least one new parenting skill.	2778	3218	3788	4288	4638
Adults will incorporate new information that enhances a child's development.	4190	5150	6190	7190	7890
Child care providers will adopt at least one new parenting skill.	245	245	245	245	245
Child care providers will incorporate new information that enhances a child's development.	245	245	245	245	245
UMCE nutrition aides and educators will incorporate parent education materials into their programs	11	11	11	11	11
The number of UMCE parent educators incorporating nutrition education materials into their programs.	1	1	1	1	1
The number of coalitions with UMCE involvement that support healthy child development and position parenting skills.	19	19	19	19	19

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (5 years or more)
Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?			
Write/distribute parenting/child development newsletters, factsheets, and calendars	X	X	X
Collaborate with other local, regional, and state agencies and organizations to promote healthy child development and positive parenting	X	X	X
Offer workshops and programs in child development and parenting skills	X	X	X
Develop/manage home visitation parent education programs	X	X	X
Maintain resource and lending libraries	X	X	X
Consultations and client contacts	X	X	X
Provide diverse training/learning opportunities (satellite trainings,	X	X	X

internet access, etc)			
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OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of consultations	388	388	408	408	408
Number of workshops/events	58	58	59	58	59
Number of people attending the workshops/events	990	1015	1045	1045	1045
Number of groups formed (ad hoc or formally organized)	11	12	11	11	11
Number of people involved in groups formed	116	133	121	121	121
Number of volunteers trained	24	24	24	24	24
Number of publications written	7	8	8	8	8
Number of publications distributed	41595	51765	61325	71500	78650
Number of issues of newsletters written	27	27	23	23	23
Number of people receiving newsletters within a year's time	19510	19690	19675	19780	19885
Number of audio visual resources developed (video, slides, displays)	4	4	4	4	4
Number of articles in news media	36	32	34	34	34
Circulation of articles in news media	5000	5000	5000	5000	5000
Number of home visits by parent educators	1544	1460	1460	1460	1460
Number of resources loaned	100	100	100	100	100

OUTCOME INDICATORS: Audiences (fiscal year 2000) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	A1	H	A	
3205	Parents of children ages 0-5 who receive home visits	150	3055	3205	-	-	-	-	1125
3450	Parents, teachers and other adults	421	3029	3387	1	57	1	4	1336

460	Child care providers	4	456	460	-	-	-	-	195
11	Nutrition aides	-	11	11	-	-	-	-	-
30	Coalition members	4	26	30	-	-	-	-	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2001) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
4205	Parents of children ages 0-5 who receive home visits	250	3955	4205	-	-	-	-	1125
3610	Parents, teachers and other adults	459	3151	3544	3	58	1	4	915
460	Child care providers	4	454	454	-	-	-	-	90
11	Nutrition aides	-	11	11	-	-	-	-	-
30	Coalition members	4	26	30	-	-	-	-	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2002) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
5205	Parents of children ages 0-5 who receive home visits	350	4855	5205	-	-	-	-	1125
3685	Parents, teachers and other adults	484	3201	3619	3	58	1	4	930
460	Child care providers	4	454	460	-	-	-	-	90
11	Nutrition aides	-	11	11	-	-	-	-	-
30	Coalition members	4	26	30	-	-	-	-	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander



OUTCOME INDICATORS: Audiences (fiscal year 2003)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
5205	Parents of children ages 0-5 who receive home visits	450	4755	5205	-	-	-	-	1125
3730	Parents, teachers and other adults	507	3223	3669	1	55	1	4	935
460	Child care providers	4	456	460	-	-	-	-	90
11	Nutrition aides	-	11	11	-	-	-	-	-
30	Coalition members	4	26	30	-	-	-	-	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2004)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
5905	Parents of children ages 0-5 who receive home visits	550	5355	5905	-	-	-	-	825
3745	Parents, teachers and other adults	539	3206	3684	1	55	1	4	940
460	Child care providers	4	456	460	-	-	-	-	90
11	Nutrition aides	-	11	11	-	-	-	-	-
30	Coalition members	4	26	30	-	-	-	-	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

EVALUATION METHODS: (How will you evaluate your activities? Write your methods. For example, surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
Pre- and post-assessments of changes in knowledge, attitudes, and behavior (short- and long-term)	X	X	X	X	X

Telephone interviews	X	X	X	X	X
Observation			X	X	X
Surveys	X	X	X	X	X
Development assessments (Denver II, AIMS, Ages & Stages), Maternal Social Support Index, Home Observation for Measurement of the Environment, Early Literacy	X	X	X	X	X
Frequency of use of resources	X	X	X	X	X
Client feedback & self-report	X	X	X	X	X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, UM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
Child Abuse Councils, Resource Development Councils, Head Start, Healthy Families	X	X	X			
UM College of Education and Human Development; Women's Resource Center					X	
Advisory & Governing Boards, Task Forces, etc.	X		X	X		
Extension educators/specialists	X		X	X		X
School districts	X		X			
Professional organizations (National Network for Family Resiliency, National Education Association, Maine Education Association, etc.)	X		X	X		
Children Youth & Families At Risk National Networks				X		X

DAYS ALLOCATED TO THIS PERFORMANCE GOAL (How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)					
Fiscal Year	2000	2001	2002	2003	2004
# of Days	701	696	701	701	701

Date: 5/28/99





**PERFORMANCE GOAL: Adults and families will engage in positive development and growth-enhancing relationships.**

OUTCOME INDICATORS: Behavior and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.)	Fiscal Year				
	2000	2001	2002	2003	2004
Adults will adopt a least one new growth-enhancing skill.	665	615	600	600	600
Adults will develop strategies to strengthen family and other important relationships.	250	200	200	200	200
The number of adults enhancing their knowledge and/or skills to provide necessary care for aging family members.	150	150	150	150	150
With UMCE involvement coalitions that facilitate building systems needed for adults will engage in positive, growth-enhancing behaviors.	3	3	2	2	2

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)  Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (5 years or more)
Train-the-trainer programs for Extension Homemakers and Senior Companions.	X	X	X
Workshops for women on gender equity.	X		
Series of learning sessions on women's collaborative leadership process.		X	
Workshops on personal growth and effectiveness, and couple relationships.	X	X	X

OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of consultations	463	463	464	464	464
Number of workshops/events	71	74	74	82	74
Number of people attending the workshops/events	2205	2091	2056	2218	2080

Number of groups formed (ad hoc or formally organized)	4	2	1	1	1
Number of people involved in groups formed	35	15	15	15	15
Number of volunteers trained	36	37	37	39	41
Number of publications written	5	1	5	1	5
Number of publications distributed	3400	3400	3400	3400	3400
Number of issues of newsletters written	15	15	15	15	15
Number of people receiving newsletters within a year's time	3290	3300	3300	3300	3300
Number of audio visual resources developed (video, slides, displays)	3	3	3	3	3
Number of articles in news media	6	6	6	6	6
Circulation of articles in news media	25000	25000	25000	25000	25000

**OUTCOME INDICATORS: Audiences (fiscal year 2000)**

(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
215	Senior Companion Volunteers	27	188	200	-	15	-	-	16
425	Extension Homemakers	-	425	425	-	-	-	-	10
2645	General public	298	2347	2505	7	10	6	11	608
30	Extension staff members	2	28	30	-	-	-	-	-
350	Special needs clients	50	300	100	2	19	2	2	125
30	Non-profit/governmental organizations/agencies	3	27	28	-	2	-	-	6
80	Coalition members (Statewide Extension Homemaker Council, Senior Companion Program Advisory Council etc.)	7	73	79	-	1	-	-	6

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2001) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
216	Senior Companions	27	189	201	-	15	-	-	16
285	Extension Homemakers	-	285	285	-	-	-	-	-
2720	General public	353	2372	2485	7	10	8	13	583
30	Extension staff members	2	28	30	-	-	-	-	-
350	Special needs clients	50	300	100	2	19	2	2	125
30	Non-profit/governmental organizations/agencies	3	27	28	-	2	-	-	6
110	Coalition members (Statewide Extension Homemaker Council, SCP Advisory etc.)	10	100	108	-	2	-	-	12

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2002) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
216	Senior Companions	27	189	201	-	15	-	-	16
285	Extension Homemakers	-	285	285	-	-	-	-	10
2710	General public	378	2332	2570	7	10	8	13	695
30	Extension staff members	2	28	30	-	-	-	-	-
350	Special needs clients	50	300	100	2	19	2	2	125
30	Non-profit/governmental organizations/agencies	3	27	28	-	2	-	-	6
60	Coalition members (Statewide Extension Homemaker Council, SCP Advisory, etc.)	7	53	59	-	1	-	-	6

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2003)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
218	Senior Companions	28	190	200	-	5	-	-	16
425	Extension Homemakers	-	425	425	-	-	-	-	10
2730	General public	388	2342	2590	7	10	8	13	695
30	Extension staff members	2	28	30	-	-	-	-	-
350	Special needs clients	50	300	100	2	19	2	2	125
30	Non-profit/governmental organizations/agencies	3	27	28	-	2	-	-	6
60	Coalition members (Statewide Extension Homemaker Council, SCP Advisory, etc.)	7	53	59	-	1	-	-	6

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2004)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
220	Senior Companions	28	192	95	-	5	-	-	16
285	Extension Homemakers	-	285	285	-	-	-	-	10
2730	General public	388	2342	2590	7	10	8	13	695
30	Extension staff members	2	28	30	-	-	-	-	-
350	Special needs clients	50	300	100	2	19	2	2	125
30	Non-profit/governmental organizations/agencies	3	27	28	-	2	-	-	6
60	Coalition members (Statewide Extension Homemaker Council, SCP Advisory, etc.)	7	53	59	-	1	-	-	6

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

EVALUATION METHODS (How will you evaluate your activities? Write your methods. For example, surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
Surveys & group feedback	X	X	X	X	X
Pre- and post-tests and assessments (short- and long-term)	X	X	X	X	X
Observation	X	X	X	X	X
Focus group interviews	X	X			
Number of clients reached	X	X	X	X	X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, UM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
UMCE educators and specialists	X		X			
UM College of Education & Human Development; Women's Resource Center					X	
Human Service agencies	X	X	X			
Advisory groups (Statewide Senior Companion Program, coalitions, etc)	X	X	X	X		
Dragon Farm		X	X			
Statewide Extension Homemakers		X	X			

To add program linkages, right click anywhere on the bottom row. Choose "Insert rows."

DAYS ALLOCATED TO THIS PERFORMANCE GOAL (How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)					
Fiscal Year	2000	2001	2002	2003	2004
# of Days	299	299	276	276	276

Date: 5/28/99

## **FY2000-FY2004 UMCE Situation Statement for CSREES Goal #5: Enhanced economic opportunity and quality of life for Americans.**

### **4-H and Youth Development**

The developmental needs of today's young people are just as critical, if not more so, than in decades past. Data from a variety of sources, including the Teen Assessment Program surveys, 1999 National and Maine Kids Count Data book, research information and local needs assessments, make abundantly clear the importance of finding effective ways to focus resources on the developmental needs of young people today.

The scope of this task is daunting. The first 18 years of a person's life build a foundation for the future. A myriad of skills, activities, attitudes, and qualities are discovered and developed as a child grows. In a culture and environment that hold many differing perspectives, values, and norms, young people need support from many directions – home, school, peers, community and, ultimately, from within themselves, so that they might make choices that work well for them.

We live amidst violence in our homes, schools and communities. Many youth in Maine are either directly involved in acts of violence or identify violence as a major issue, as these statistics demonstrate:

- 12,000 youth in Maine are arrested annually.
- In 1995, nearly 6,800 child abuse referrals were made to Child Protective Services.
- Over 15 percent of youth under age 19 are victims of child abuse or neglect.
- 33 percent of Maine students admitted to being involved in a physical fight last year.
- Domestic assault occurs every 2 1/2 hours in Maine.
- 60 percent of Maine homicides rise out of domestic violence.
- New studies reveal that young people who join gangs seeking safety are often in far greater danger for doing so.
- Violence in the media may be desensitizing youth and adults.
- In a survey conducted by the Maine Sunday Telegram last Fall, residents in most Maine counties identified violence as a major issue.

We see daily reminders of the difficult decisions and choices facing young people. The violent events in our society occur everywhere, and are no less dramatic for others than for those involved in events in Colorado, Kentucky, or Arkansas. For some youth, domestic and peer violence are sadly a way of life, and too often carried from one generation to the next. "Building character, which helps prevent violent solutions to problems, requires the presence of a supporting, caring adult. Research has shown and common sense tells us, that many young people grow up without the sense that others care.

In many instances, youth with limited resources turn to unhealthy alternatives – drugs, alcohol, violence, smoking and poor nutrition. Suicide rates among Maine youth are higher than the national average; self-inflicted abuse is common in this climate,

aspirations become reduced to a state of daily survival. One in four Maine youth will likely not complete high school; A career seems unattainable, as does higher education.

Even those who appear to be doing well have questions about their future, especially a future in Maine. There is evidence that Maine loses many of its youngest citizen to aspirations that take them out-of-state. We need to help young people discover and develop aspirations, no matter where that takes them; however, they need the option of reaching those aspirations where friends and family can serve as a base of support.

The future leadership in our communities, businesses, schools and governments depends on the youth of today, many of whom participate in 4-H programs. We need young people to become skilled leaders, decision-makers and responsible citizens.

The youth who aspire to the highest leadership levels of the workplace or government and the youth who struggle to move beyond the daily battle with violence, drugs, or alcohol have common needs: *time* and *support* to move through childhood, adolescence and into adulthood. That transition is not fast or easy. It requires preparation to enter the workforce, serve the community, and attain personal goals. Along the way, young people need, and want, to learn the life skills of managing conflict, recognizing and coping with their emotions, valuing and respecting diversity, communicating effectively, and becoming team players and more.

The caring adults who help young people grow and develop are critical to the process. That is why adult volunteers in youth programs are such a precious asset. For many youth, the supporting, caring adult presence in their lives is a 4-H Youth Development volunteer. Many volunteers already lead full lives. They need timely and appropriate support and training, and a system that is responsive to their needs. UMCE volunteers in our 4-H Youth Development programs are most effective when they understand and practice effective leadership skills, know and utilize appropriate youth development techniques, and guide young people through life skill development.



**PERFORMANCE GOAL: Maine youth will acquire employable and entrepreneurial skills to achieve personal financial goals.**

OUTCOME INDICATORS: Behaviors and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.)	Fiscal Year				
	2000	2001	2002	2003	2004
Youth will demonstrate and document workplace skills and competencies.	310	435	585	735	960
Youth will organize and maintain appropriate personal financial information.	80	90	110	110	110
Youth will make informed financial decisions.	60	60	60	60	60
Youth will take steps to achieve personal financial goals.	30	30	30	30	30
Youth will demonstrate and document the ability to work in diverse settings.	275	375	525	725	950
Youth will demonstrate the qualities necessary to run a successful business.	135	150	100	100	100
Youth will demonstrate the skills necessary to run a successful business.	95	120	185	185	185

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (6 years or more)
Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?			
Teaching Life Skills Model, Aspirations Project, Youth Empowerment and Self Sufficiency Mini Society, High School Financial Planning Program, Foundation Loans	X	X	X
Workshops, Trainings	X	X	X
Resource development (print, video, audio, web)	X	X	X

OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of consultations	105	113	113	113	113
Number of workshops/events	61	66	66	65	65
Number of people attending the workshops/events	267	260	325	325	325

Number of groups formed (ad hoc or formally organized)	23	23	23	23	23
Number of people involved in groups formed	142	142	142	142	142
Number of volunteers trained	56	56	57	57	57
Number of publications written	3	3	4	4	3
Number of issues of newsletters written	3	3	3	3	3
Number of people receiving newsletters within a year's time	800	800	800	800	800
Number of audio visual resources developed (video, slides, displays)	2	2	2	2	2
Number of articles in news media	16	16	16	16	16
Circulation of articles in news media	50000	50000	50000	50000	50000

OUTCOME INDICATORS: Audiences (fiscal year 2000)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race					# of New Clients
				W	B	AI	H	A	
328	Youth members of organized 4-H community or project clubs.	101	227	314	2	9	2	1	105
40	Youth participating in 4-H special interest/short-term/day camp programs	23	17	38	1	1	-	-	10
50	Youth participating in 4-H overnight camp programs	20	30	49	-	-	-	1	-
243	Youth participating in school enrichment programs.	123	120	216	1	25	1	-	165
8	Youth participating in a 4-H instructional TV series.	3	5	8	-	-	-	-	-
108	Adults participating in 4-H leader/project skills training program.	32	76	108	-	-	-	-	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2001)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
443	Youth members of organized 4-H community or project clubs.	166	277	435	2	2	2	2	120
50	Youth participating in 4-H special interest/short-term/day camp programs	28	22	48	1	1	-	-	10
50	Youth participating in 4-H overnight camp programs	20	30	49	-	-	-	1	-
258	Youth participating in school enrichment programs.	133	125	221	1	35	-	1	240
10	Youth participating in 4-H individual family study	5	5	10	-	-	-	-	-
113	Adults participating in 4-H leader/project skills training program.	35	113	78	-	-	-	-	-

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OUTCOME INDICATORS: Audiences (fiscal year 2002)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
584	Youth members of organized 4-H community or project clubs.	236	348	568	4	9	2	1	185
50	Youth participating in 4-H special interest/short-term/day camp programs	28	22	45	1	4	-	-	-
50	Youth participating in 4-H overnight camp programs	20	30	49	-	-	-	1	-
290	Youth participating in school enrichment programs.	140	150	235	4	50	-	1	225
10	Youth participating in 4-H individual family study	5	5	10	-	-	-	-	-
141	Adults participating in 4-H leader/project skills training program.	48	93	141	-	-	-	-	-

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OUTCOME INDICATORS: Audiences (fiscal year 2003)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
808	Youth members of organized 4-H community or project clubs.	305	503	792	4	8	2	2	180
60	Youth participating in 4-H special interest/short-term/day camp programs	33	27	45	1	4	10	-	10
50	Youth participating in 4-H overnight camp programs	20	30	49	-	-	-	1	-
290	Youth participating in school enrichment programs.	135	155	253	2	34	-	1	-
10	Youth participating in 4-H individual family study	5	5	10	-	-	-	-	-
143	Adults participating in 4-H leader/project skills training program.	53	90	143	-	-	-	-	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2004)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
1033	Youth members of organized 4-H community or project clubs.	395	638	1017	3	9	2	2	230
60	Youth participating in 4-H special interest/short-term/day camp programs	33	27	45	1	4	10	-	-
50	Youth participating in 4-H overnight camp programs	20	30	49	-	-	-	1	-
310	Youth participating in school enrichment programs.	135	175	266	3	39	-	2	-
10	Youth participating in 4-H individual family study	5	5	10	-	-	-	-	-
138	Adults participating in 4-H leader/project skills training program.	53	85	138	-	-	-	-	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

EVALUATION METHODS (How will you evaluate your activities? Write your methods. For example: surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
Impact Surveys	X	X	X	X	X
Interviews	X	X	X	X	X
Observations	X	X	X	X	X
Youth Records, Resumes, Portfolios	X	X	X	X	X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, UM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
University, Extension Systems	X	X	X	X	X	X
Schools, Maine Department of Education, Maine Department of Human Services	X		X			
Youth/Non-Profit Organizations (Boy Scouts, Girl Scouts, YM – YWCA)	X	X	X	X		
Other Youth-Serving Agencies/Organizations	X	X	X	X		
Financial Institutions	X	X	X	X		
National Organizations			X	X		

DAYS ALLOCATED TO THIS PERFORMANCE GOAL (How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)						
Fiscal Year	2000	2001	2002	2003	2004	
# of Days	538	543	532	523	513	

Date: 5/28/99

**PERFORMANCE GOAL: Maine youth will develop the skills necessary to become responsible citizens and effective leaders.**

OUTCOME INDICATORS: Behaviors and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.)	Fiscal Year				
	2000	2001	2002	2003	2004
Youth will demonstrate character development (self-discipline, managing feelings, self-responsibility, self esteem, integrity, honesty, reliability, loyalty).	470	565	615	675	850
Youth will demonstrate their ability to resolve conflict through peaceful means.	595	580	845	1125	1310
Youth will make appropriate decisions and resolve problems effectively in their daily lives.	585	595	855	1065	1250
Youth will demonstrate tolerance and acceptance of differences (peaceful conflict resolution, social skills, cooperation, courtesy, communication, respect, fairness and justice).	645	770	970	1220	1520
Youth will volunteer in their communities.	1140	1280	1430	1650	1845
Youth will demonstrate responsible citizenship (self-motivation, teamwork, contributions to group effort, community service/volunteering and accountability).	860	885	935	985	1060
Youth will demonstrate empathy and concern for others (nurturing relationships, sharing, charity),	355	375	430	480	555
Youth will demonstrate their ability to lead others.	455	535	705	905	1080
Youth will set appropriate and reasonable goals for themselves and others.	680	780	930	1130	1305
Youth will serve effectively on teams with peers and adults.	270	355	480	650	775

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (5 years or more)
Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?			
Targeting Life Skills Model, 4-H Clubs, special projects	X	X	X
Workshops, camps, special events	X	X	X
Outdoor leadership programs/events	X	X	X
Character counts, newsletters, VOLT for teen leaders	X	X	X

OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of consultations	369	379	389	389	389
Number of workshops/events	140	175	209	287	348
Number of people attending the workshops/events	1932	2230	2350	2695	3045
Number of groups formed (ad hoc or formally organized)	101	102	102	102	102
Number of people involved in groups formed	838	856	920	962	967
Number of volunteers trained	210	228	235	248	245
Number of publications written	30	31	32	32	32
Number of publications distributed	1404	1404	1404	1404	1404
Number of issues of newsletters written	179	179	179	179	179
Number of people receiving newsletters within a year's time	4430	4440	4450	4460	4470
Number of audio visual resources developed (video, slides, displays)	11	15	18	13	13
Number of articles in news media	94	115	126	126	136
Circulation of articles in news media	112000	112000	112000	112000	112000

OUTCOME INDICATORS: Audiences (fiscal year 2000) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race					# of New Clients
				W	B	AI	H	A	
1840	Youth members of organized 4-H community or project clubs	675	1165	1779	22	14	12	13	335
1760	Youth participating in 4-H special interest/short term/day/camp programs	765	995	1732	19	7	13	9	505
295	Youth participating in 4-H overnight camp programs	115	180	280	7	1	2	5	78
2370	Youth participating in school enrichment programs	1182	1188	2238	53	16	31	32	1137
366	Youth participating in 4-H individual family study	175	191	359	2	2	1	2	73



575	Youth participating in 4-H leader/project skills training program	194	381	549	5	8	7	6	73
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\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2001) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
1465	Youth members of organized 4-H community or project clubs	555	910	1419	16	13	8	9	290
1416	Youth participating in 4-H special interest/short term/day/camp programs	646	770	1374	13	8	12	9	460
235	Youth participating in 4-H overnight camp programs	85	150	2120	7	1	2	5	80
1880	Youth participating in school enrichment programs	912	968	1776	32	14	27	31	1020
316	Youth participating in 4-H individual family study	157	159	305	3	3	2	3	71
330	Youth participating in 4-H leader/project skills training program	92	238	328	-	1	-	1	30

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OUTCOME INDICATORS: Audiences (fiscal year 2002) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
1630	Youth members of organized 4-H community or project clubs	627	1003	1581	17	13	9	10	305
1430	Youth participating in 4-H special interest/short term/day/camp programs	655	775	1379	13	11	18	9	435
235	Youth participating in 4-H overnight camp programs	85	150	220	7	1	2	5	80
2060	Youth participating in school enrichment programs	1017	1043	1952	33	15	28	32	1000
720	Youth participating in 4-H individual family study	366	354	647	23	8	19	23	571
530	Youth participating in 4-H leader/project skills training program	157	373	523	1	2	2	2	88



\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2003) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
1913	Youth members of organized 4-H community or project clubs	715	1198	1854	19	15	11	14	370
1445	Youth participating in 4-H special interest/short term/day/camp programs	668	777	1394	19	15	11	14	370
235	Youth participating in 4-H overnight camp programs	85	150	220	5	2	3	5	80
1900	Youth participating in school enrichment programs	947	953	1796	33	16	26	29	1045
316	Youth participating in 4-H individual family study	157	159	305	3	3	2	3	69
375	Youth participating in 4-H leader/project skills training program	112	263	369	1	2	1	2	33

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2004) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
2235	Youth members of organized 4-H community or project clubs	839	1396	2181	19	14	9	12	460
1440	Youth participating in 4-H special interest/short term/day/camp programs	660	780	1382	14	12	18	9	435
235	Youth participating in 4-H overnight camp programs	85	150	220	7	1	2	5	200
1990	Youth participating in school enrichment programs	992	998	1872	36	22	28	32	1110
296	Youth participating in 4-H individual family study	147	149	285	3	3	2	3	59
395	Youth participating in 4-H leader/project skills training program	122	273	389	1	2	1	2	33

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

EVALUATION METHODS: (How will you evaluate your activities? Write your methods. For example, surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
Impact surveys	X	X	X	X	X
Pre and post surveys	X	X	X	X	X
Interviews	X	X	X	X	X
Observations	X	X	X	X	X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, UM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
University, University Extension	X	X	X	X	X	
Schools	X	X		X		X
Youth/Non-Profit Organizations, others	X	X	X	X		X
State Agencies			X	X		

DAYS ALLOCATED TO THIS PERFORMANCE GOAL (How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)					
Fiscal Year	2000	2001	2002	2003	2004
# of Days	890	890	890	890	890

Date: 5/28/99

**PERFORMANCE GOAL: Maine youth treat themselves and each other with respect and help create a safe environment in which to live and grow.**

OUTCOME INDICATORS: Behaviors and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.)	Fiscal Year				
	2000	2001	2002	2003	2004
Youth will make healthy lifestyle choices	755	895	1130	1330	1580
Youth will use peaceful means to resolve disputes with others.	775	1025	1300	1675	2025
Youth will develop and use safe and peaceful means to resolve disputes in their communities (town, neighborhood, and school).	115	115	115	115	115
Youth will develop mutually caring relationships with peers.	540	690	940	1240	1590
Youth will value differences in their peers.	620	720	920	1170	920
Youth will engage others in being supportive in their communities.	235	235	235	235	235
Youth will help their communities embrace diversity.	195	220	220	220	220
Adults will participate in community-based efforts to reduce violence.	80	80	70	50	50
Youth will practice appropriate safety procedures in home, work, or recreational activities.	30	30	30	30	30

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)  Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (5 years or more)
Targeting Life Skills Model, Character Counts, Talking with TJ	X	X	X
Workshops, international programs	X	X	X
Newsletter articles	X	X	X
Exchanges		X	
Bullying and Teasing Curricula	X	X	X
Team Building		X	
Tractor Safety	X	X	X

OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of consultations	2	2	2	2	2
Number of publications written	30	30	30	30	30
Number of publications distributed	20	20	20	20	20
Number of issues of newsletters written	50	50	50	50	50
Number of people receiving newsletters within a year's time	8	10	10	10	10
Number of audio visual resources developed (video, slides, displays)	10	10	10	10	10
Circulation of articles in news media	122	122	122	122	122

OUTCOME INDICATORS- Audiences (fiscal year 2000) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race					# of New Clients
				W	B	AI	H	A	
715	Youth members of organized 4-H community or project clubs	253	462	674	11	16	7	7	206
490	Youth participating in 4-H special interest/short term/day/camp programs	198	292	427	14	17	21	11	345
160	Youth participating in 4-H overnight camp programs	70	90	145	7	1	3	4	50
1000	Youth participating in school enrichment programs	446	554	914	23	22	24	17	750
50	Youth participating in 4-H individual family study	22	28	43	1	2	3	1	4
125	Youth participating in 4-H leader/project skills training program.	46	79	120	1	1	2	1	23

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2001)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
775	Youth members of organized 4-H community or project clubs	292	483	731	12	16	8	8	146
485	Youth participating in 4-H special interest/short term/day/camp programs	208	277	420	16	19	20	10	350
260	Youth participating in 4-H overnight camp programs	110	150	233	12	2	6	7	110
1145	Youth participating in school enrichment programs	1516	629	1038	25	41	24	17	850
50	Youth participating in 4-H individual family study	22	28	43	1	2	3	1	7
135	Adults participating in 4-H leader/project skills training program.	49	86	130	1	1	2	1	23

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2002)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
960	Youth members of organized 4-H community or project clubs	372	588	919	11	16	6	8	185
1025	Youth participating in 4-H special interest/short term/day/camp programs	413	612	935	17	23	40	10	391
185	Youth participating in 4-H overnight camp programs	80	105	168	9	1	3	4	60
1100	Youth participating in school enrichment programs	496	604	1008	25	26	24	17	910
50	Youth participating in 4-H individual family study	22	28	43	1	1	4	1	7
135	Adults participating in 4-H leader/project skills training program.	49	86	130	1	2	1	1	23

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2003) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
1138	Youth members of organized 4-H community or project clubs	432	706	1098	11	16	7	6	195
525	Youth participating in 4-H special interest/short term/day/camp programs	229	296	445	17	23	30	10	336
260	Youth participating in 4-H overnight camp programs	110	150	233	12	2	6	7	110
1095	Youth participating in school enrichment programs	496	599	1007	24	25	23	16	870
40	Youth participating in 4-H individual family study	18	22	33	1	2	3	1	6
125	Adults participating in 4-H leader/project skills training program.	47	78	120	1	1	2	1	23

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2004) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
1310	Youth members of organized 4-H community or project clubs	497	813	1270	11	15	7	7	240
450	Youth participating in 4-H special interest/short term/day/camp programs	191	259	387	17	16	20	10	310
190	Youth participating in 4-H overnight camp programs	85	105	172	8	2	4	4	60
1095	Youth participating in school enrichment programs	496	599	1007	24	25	23	16	870
40	Youth participating in 4-H individual family study	18	22	33	1	1	4	1	6
130	Adults participating in 4-H leader/project skills training program.	50	80	125	1	1	2	1	23

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

EVALUATION METHODS (How will you evaluate your activities? Write your methods. For example, surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
Impact Surveys	X	X	X	X	X
Pre- and post surveys, surveys, journals	X	X	X	X	X
Observations	X	X	X	X	X
Examinations	X	X	X	X	X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, UM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
University, University Extension	X	X	X	X	X	
Schools, Department of Education, state agencies	X		X		X	
Youth & non-profit organizations	X	X	X	X		
Other youth-serving agencies & organizations	X	X	X	X		
Industry	X	X	X	X		
National 4-H	X	X	X			

DAYS ALLOCATED TO THIS PERFORMANCE GOAL (How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)					
Fiscal Year	2000	2001	2002	2003	2004
# of Days	528	528	513	513	513

Date: 5/28/99



**PERFORMANCE GOAL: Adults and older youth involved in Extension youth programming demonstrate and teach the knowledge and skills necessary to support positive youth development by acting as positive role models and by respecting the needs, rights and dignity of the youth with whom they work.**

OUTCOME INDICATORS: Behaviors and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.)	Fiscal Year				
	2000	2001	2002	2003	2004
Adults/older youth will use developmentally appropriate hands-on, experiential educational methods.	385	385	385	385	385
Adults/older youth will demonstrate that they are responsible, contributing members of their community.	430	450	475	505	540
Adults/older youth will demonstrate essential communications skills.	293	312	335	360	400
Adults/older youth will teach peaceful conflict resolution skills.	140	140	140	140	140
Adults/older youth will teach essential communication skills.	104	104	104	104	104
Adults/older youth will demonstrate peaceful conflict resolution skills	257	276	299	324	364
Adults/older youth will teach acceptance of differences.	84	84	84	84	84
Adults/older youth will demonstrate acceptance of differences.	234	254	279	309	344
Adults/older youth will demonstrate fairness and equity	370	390	335	425	560
Number of adults/older youth who teach fairness and equity.	150	150	150	150	150
Number of adults/older youth who demonstrate leadership	90	205	235	265	300
Number of adults/older youth who teach leadership	240	240	240	240	240

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (6 years or more)
Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?			
Targeting Life Skills Model, Monthly newsletters	X	X	X
VOLT (Volunteer Ongoing Learning and Training)	X	X	X
Program Training, Issue Training	X	X	X
Tanglewood Volunteer Training, Leader Forums			



OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of consultations	762	774	789	784	794
Number of workshops/events	116	122	128	134	159
Number of people attending the workshops/events	1720	1760	1760	1780	1780
Number of groups formed (ad hoc or formally organized)	100	100	100	100	100
Number of people involved in groups formed	1576	1576	1576	1576	1576
Number of volunteers trained	960	985	995	1025	1025
Number of publications written	17	17	17	17	17
Number of publications distributed	5544	5544	5544	5544	5544
Number of issues of newsletters written	140	140	140	140	140
Number of people receiving newsletters within a year's time	8350	8350	8500	8580	8670
Number of audio visual resources developed (video, slides, displays)	9	14	21	11	11
Number of articles in news media	68	73	84	84	90
Circulation of articles in news media	21000	21000	21000	21000	21000

OUTCOME INDICATORS: Audiences (fiscal year 2000) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
1723	Adults participating in 4-H leader/project skills training programs,	643	1080	1674	11	19	9	10	1015

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2001) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
1915	Adults participating in 4-H leader/project skills training programs,	718	1197	1849	17	23	12	14	1083

OUTCOME INDICATORS: Audiences (fiscal year 2002) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
1857	Adults participating in 4-H leader/project skills training programs,	706	1151	1779	19	29	14	16	1083

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2003) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
1929	Adults participating in 4-H leader/project skills training programs,	803	1126	1848	19	32	14	16	1008

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2004) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
2019	Adults participating in 4-H leader/project skills training programs,	763	1256	1935	21	31	16	16	1073

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

EVALUATION METHODS: (How will you evaluate your activities? Write your methods. For example, surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
Impact surveys, surveys, pre-post tests	X	X	X	X	X
Number trained	X	X	X	X	X
Observations, demonstrations	X	X	X	X	X
Interviews	X	X	X	X	X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, UM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
University Extension	X	X	X	X	X	
Schools, Hospitals	X	X				
Youth/Non-profit organizations	X		X	X		
Other youth-serving organization	X		X	X		
National Impact Initiative	X	X	X	X		

DAYS ALLOCATED TO THIS PERFORMANCE GOAL (How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)					
Fiscal Year	2000	2001	2002	2003	2004
# of Days	531	531	531	531	531

Date: 5/28/99

**PERFORMANCE GOAL: Maine youth will aspire to reach their full potential.**

OUTCOME INDICATORS: Behaviors and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.)	Fiscal Year				
	2000	2001	2002	2003	2004
Youth will identify personal goals, values and aspirations.	895	985	1135	1335	1560
Youth will engage in activities related to their short-and long- term goals.	945	1035	1185	1385	1610

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)  Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (5 years or more)
Targeting Life Skills model is used in all 4-H clubs, school and community Extension programs. All programs and activities used for 4-H/Youth Development work are tied to the Targeting Life Skills Model.	X	X	X
School programs	X	X	X
Workshops, forums	X	X	X

OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of consultations	239	239	239	239	239
Number of workshops/events	32	40	46	52	59
Number of people attending the workshops/events	985	1045	885	1145	1705
Number of groups formed (ad hoc or formally organized)	56	56	56	56	56
Number of people involved in groups formed	408	408	458	509	530
Number of volunteers trained	97	97	107	112	117
Number of publications written	3	3	3	3	3

Number of publications distributed	269	269	269	269	269
Number of issues of newsletters written	52	52	52	52	52
Number of people receiving newsletters within a year's time	1812	1812	1812	1812	1812
Number of audio visual resources developed (video, slides, displays)	3	5	9	4	4
Number of articles in news media	27	40	48	49	57
Circulation of articles in news media	61,000	61,000	61,000	61,000	61,000

OUTCOME INDICATORS: Audiences (fiscal year 2000)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
1287	Youth members of organized 4-H community or project clubs	490	797	1256	13	5	6	7	400
485	Youth participating in 4-H special interest/short term/day/camp programs	186	299	456	10	5	7	7	185
220	Youth participating in 4-H overnight camp programs	90	130	212	5	-	1	2	60
1360	Youth participating in school enrichment programs	587	773	1252	34	15	28	31	1235
114	Youth participating in 4-H individual family study	57	57	110	1	1	1	1	9
297	Adults participating in 4-H leader/project skills training program.	89	209	290	2	2	2	1	39

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2001) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
145	Youth members of organized 4-H community or project clubs	565	850	1381	15	6	6	7	455
495	Youth participating in 4-H special interest/short term/day/camp programs	191	304	466	10	5	7	7	185
820	Youth participating in 4-H overnight camp programs	290	530	771	15	10	11	13	660
1390	Youth participating in school enrichment programs	602	788	1280	36	14	28	32	620
114	Youth participating in 4-H individual family study	57	57	110	1	1	1	1	19
275	Adults participating in 4-H leader/project skills training program.	86	189	266	2	3	2	2	44

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2002) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
1450	Youth members of organized 4-H community or project clubs	580	870	1407	15	5	6	56	540
440	Youth participating in 4-H special interest/short term/day/camp programs	166	274	419	8	3	5	5	140
220	Youth participating in 4-H overnight camp programs	90	130	211	5	-	1	3	60
770	Youth participating in school enrichment programs	392	378	701	24	4	18	21	635
94	Youth participating in 4-H individual family study	47	47	94	-	-	-	-	15
300	Adults participating in 4-H leader/project skills training program.	99	201	1292	2	3	2	1	52

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander



OUTCOME INDICATORS: Audiences (fiscal year 2003) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
1565	Youth members of organized 4-H community or project clubs	655	910	1531	15	6	7	6	610
480	Youth participating in 4-H special interest/short term/day/camp programs	206	274	459	8	3	5	5	140
220	Youth participating in 4-H overnight camp programs	90	130	211	5	-	1	3	60
610	Youth participating in school enrichment programs	122	488	539	24	5	19	23	635
94	Youth participating in 4-H individual family study	47	47	94	-	-	-	-	15
295	Adults participating in 4-H leader/project skills training program.	102	193	285	2	3	3	2	62

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2004) (Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
1800	Youth members of organized 4-H community or project clubs	700	1100	1061	16	11	7	8	685
430	Youth participating in 4-H special interest/short term/day/camp programs	166	274	414	8	3	5	5	140
220	Youth participating in 4-H overnight camp programs	90	130	211	5	-	1	3	60
190	Youth participating in school enrichment programs	90	100	178	4	1	3	2	85
94	Youth participating in 4-H individual family study	47	47	72	-	-	-	-	15
800	Adults participating in 4-H leader/project skills training program.	270	530	195	3	3	3	3	130

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

EVALUATION METHODS: (How will you evaluate your activities? Write your methods. For example, surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
Impact assessments	X	X	X	X	X
Pre and post-assessments, surveys	X	X	X	X	X
Observations, demonstrations	X	X	X	X	X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, UM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
University, University Extension	X	X	X		X	
Schools	X	X		X		X
Youth/Non-profit organizations	X	X	X	X		X
Other youth-serving agencies and organizations	X	X	X	X		X

To add program linkages, right click anywhere on the bottom row. Choose "Insert rows."

DAYS ALLOCATED TO THIS PERFORMANCE GOAL (How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)					
Fiscal Year	2000	2001	2002	2003	2004
# of Days	370	370	370	370	370

Date: 5/28/99



## **FY2000-FY2004 UMCE Situation Statement for CSREES Goal #5: Enhanced economic opportunity and quality of life for Americans.**

### **Managing personal financial resources**

Despite several years of economic growth and prosperity, some personal financial issues remain embedded in the financial well being of families in Maine. A recent release from the Maine Center for Economic Policy stated that "census data analysis by the Center on Budget and Policy Priorities shows that in Maine, the gap between the top fifth and the bottom fifth of families with children grew by 27% between the 1970's and the 1990's; the average income of the poorest families fell to \$11,280." Low-end wages, 30-40% below what is suggested as a livable wage, continue to be a ceiling for many Mainers who have limited education and technical skills. At least 20% of Maine households have incomes below 125% of the federal poverty line (\$13,825 for a family of two). Even those with higher paying manufacturing jobs can feel the pinch when they are laid off, some unemployed for up to two years. In other words, the working poor are continuing to struggle to provide basic needs for their families. Learning how to make ends meet is an on-going need for many Mainers.

The build up of consumer debt, now measured in the trillions of dollars nationally, is another concern. Maine people are part of this trend and it is common for people to have multiple credit cards, all indebted to the credit limit. Because interest rates for carrying consumer credit debt can be 16 percent and higher, managing big debt payments is a challenge for families, even those with relatively high incomes.

**PERFORMANCE GOAL: Maine individuals and families develop and maintain the necessary resources to sustain a desired way of life.**

OUTCOME INDICATORS: Behaviors and Impacts (What are your objectives? Write specific, measurable outcome-based objectives.)	Fiscal Year				
	2000	2001	2002	2003	2004
People gathering/organizing personal, financial information.	130	130	130	130	130
People making informed decisions.	100	105	105	115	115
People taking steps to achieve personal and goals.	90	95	95	105	105

KEY PROGRAM COMPONENTS (What will you be doing? Write your proposed program initiatives to achieve the Performance Goal.)  Answer the following questions with a short statement: What are the main strategies to be used? What innovations are planned? What materials or technologies will be used, whether they already exist or will be developed?	Duration (How long will it take? Check the appropriate box.)		
	Short Term (1 year or less)	Medium Term (1 to 5 years)	Long Term (5 years or more)
Workshops, short courses for teachers, agency staff, nutrition aides.	X	X	X
Senior Companion and 4-H Volunteers	X	X	
Clinics	X	X	
Newsletter, fact sheets, articles	X	X	

OUTPUT INDICATORS (per year) (How much will you do? Write the numbers of people participating, number and type of activities offered to achieve the Performance Goal.)	Fiscal Year				
	2000	2001	2002	2003	2004
Number of consultations	35	40	50	50	50
Number of workshops/events	11	12	11	10	11
Number of people attending the workshops/events	170	165	155	150	150
Number of people involved in groups formed, including investment clubs	30	1	-	1	-
Number of volunteers trained	10	10	10	10	10
Number of publications written	1	1	2	2	1
Number of issues of newsletters written	23	23	23	23	23

Number of people receiving newsletters within a year's time	1370	1360	1370	1380	1385
Number of audio visual resources developed (video, slides, displays)	2	1	2	1	2
Number of articles in news media	3	3	3	3	3
Circulation of articles in news media	25000	25000	25000	25000	25000
Number of home budget plans written	5	10	10	10	10
Number of people requesting home budgeting information	25	25	30	30	50

**OUTCOME INDICATORS: Audiences (fiscal year 2000)**

(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
138	General public	28	110	136	-	2	-	-	35
120	Teachers, aides	20	100	115	-	5	-	-	100

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

**OUTCOME INDICATORS: Audiences (fiscal year 2001)**

(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)

Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
140	General public	38	102	138	-	2	-	-	100
110	Teachers, aides	20	90	105	-	5	-	-	-

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2002)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
140	General public	38	102	138	1	1	-	-	25
110	Teachers, aides	20	90	105	-	5	-	-	100

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2003)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
140	General public	38	102	139	-	1	-	-	25
50	Teachers	10	40	50	-	-	-	-	50

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

OUTCOME INDICATORS: Audiences (fiscal year 2004)									
(Who do you think will participate? Write specific audiences targeted in support of the Performance Goal.)									
Total #	Target Audience	# of Males	# of Females	Race*					# of New Clients
				W	B	AI	H	A	
140	General public	38	102	137	-	2	1	-	25
60	Teacher, aides	10	50	55	-	5	-	-	50

\*W = White not of Hispanic origin; B = Black not of Hispanic origin; AI = American Indian/Alaskan Native; H = Hispanic; A = Asian or Pacific Islander

EVALUATION METHODS: (How will you evaluate your activities? Write your methods. For example, surveys, observations, pre- and post-tests.)	Fiscal Year				
	2000	2001	2002	2003	2004
Surveys	X	X	X	X	X
Pre and post-Evaluations	X	X	X	X	X
Observations	X	X	X	X	X
Case studies	X	X	X	X	X

PROGRAM LINKAGES (With whom will you collaborate? Write your collaborations with other states, groups, agencies, LAM departments.)	Level (Check all that apply)					
	County	Multi-County	State	Multi-State	Campus	Multi-Institutional
Specialists			X		X	
Other state Extension systems				X	X	X
Local agencies (eg Area Agency on Aging)	X	X				
State departments, associations ( Maine Dept. of Human Services)		X	X	X		

DAYS ALLOCATED TO THIS PERFORMANCE GOAL (How many days will you devote to these activities? Write the number of days per fiscal year over the next five years.)					
Fiscal Year	2000	2001	2002	2003	2004
# of Days	71	81	79	69	81

Date: 5/28/99

## Projected Expenditures

**Projected Expenditure for Fiscal Years 2000-2004**

CSREES GOAL #1					
Fiscal Year	2000	2001	2002	2003	2004
Total Full Time Equivalents (in days)	1,244	1,090	1,313	1,342	1,352
Total Projected Expenditure (in dollars)	399,780	350,290	421,955	431,274	434,488

CSREES GOAL #2					
Fiscal Year	2000	2001	2002	2003	2004
Total Full Time Equivalents (in days)	718	741	740	747	731
Total Projected Expenditure (in dollars)	230,741	238,133	237,811	240,061	234,919

CSREES GOAL #3					
Fiscal Year	2000	2001	2002	2003	2004
Total Full Time Equivalents (in days)	1745	1750	1750	1750	1750
Total Projected Expenditure (in dollars)	560,785	562,392	562,392	562,392	562,392

CSREES GOAL #4					
Fiscal Year	2000	2001	2002	2003	2004
Total Full Time Equivalents (in days)	3267	3397	3408	3298	3381
Total Projected Expenditure (in dollars)	1,049,905	1,091,683	1,095,218	1,059,868	1,086,541

CSREES GOAL #5					
Fiscal Year	2000	2001	2002	2003	2004
Total Full Time Equivalents (in days)	5692	5744	5735	5644	5679
Total Projected Expenditure (in dollars)	1,829,220	1,845,931	1,843,039	1,820,222	1,825,042

COMBINED TOTALS for CSREES GOALS #1, #2, #3, #4, and #5					
Fiscal Year	2000	2001	2002	2003	2004
Total Full Time Equivalents (in days)	12,666	12,722	12,946	12,801	12,893
Total Projected Expenditure (in dollars)	4,070,432	4,088,428	4,160,414	4,113,817	4,143,382

- **UMCE Process For Receiving Stakeholder Input**
- **Multi-state and Integrated Research and Extension Programs**
- **How Research and Extension Activities will Address Critical Issues**
- **Collaboration with Other Institutions of Higher Education**
- **Current and Emerging Multi-County Program Initiatives**
- **Merit Review Process**



## **UMCE'S Process for Receiving Stakeholder Input**

University of Maine Cooperative Extension (UMCE) recognizes that a credible Plan of Work must be based upon input that we receive from our stakeholders. Therefore, UMCE established a process for stakeholder input that included the development and distribution of a questionnaire (by the UMCE Plan of Work Task Force). The questionnaire was utilized by specialists, county executive committees (with over 120 members), administrators, educators and program teams to gather and record input received from a wide variety of sources with attention to including under-served and under-represented populations.

The stakeholder input process included the following actions:

- surveys were developed, distributed and incorporated
- focus groups were conducted
- state-wide task forces, planning groups and advisory groups were convened
- all 14 county Executive Committees (representing 16 counties) met, discussed, surveyed their constituents and responded to the questionnaire
- UMCE's state-wide program teams met and shared their experience and knowledge
- contacts were made with individuals in other schools, colleges and universities
- studies, polls, state-wide statistics and census data were incorporated
- state-wide plans, papers and studies were reviewed
- needs assessment results were incorporated
- diagnostic lab data were considered.

The following are a sample of the stakeholders who were included in our process (listed alphabetically):

- 4-H Leaders Associations
- Agricultural Council of Maine (AGCOM)
- Agricultural producers (re: pest management practices)
- Maine Beef Producers Council
- Maine Board of Pesticide Control
- Maine Board on Agriculture
- Maine Children's Task Force
- Maine Cranberry Growers Association
- Maine Dairy Herd Industry Association
- Maine Department of Agriculture
- Maine Department of Environmental Protection
- Maine Organic Gardeners and Farmers Association
- Maine Potato Board
- Maine State Department of Human Services
- Nutrient Management Task Force
- Small scale business owners
- Small Woodland Owners of Maine

- State legislators
- Sustainable Agriculture Society
- United Way of Maine
- University of Maine Agricultural and Forest Experiment Station
- University of Maine and New Hampshire Sea Grant Aquaculture producers
- Western Mountains Alliance
- Wild Blueberry Growers Association

The following is a sample of the surveys, studies, reports and polls that were conducted and/or reviewed and incorporated into the Plan of Work process:

- "Maine People on Maine's Future Survey"
- Nutrition Council Hunger Study
- Internal staff surveys
- "Beyond the Ballot: Maine People on Maine's Future"
- Building One Maine – A Rural Development Strategy Working Paper"
- "A Time to Act: A USDA National Commission on Small Farms Report"
- Risk Management Agency Needs Assessment
- Bio-security audit of the salmon industry
- Strategic Plan for Maine Agriculture" (Agricultural Council of Maine)
- Agricultural census data
- Maine State Department of Human Services Poverty Statistics

Infused throughout our input process was the inclusion of under-served and under-represented people in Maine. Our planning template includes the results of this effort. All educators indicated what number of under-served and under-represented people would be included in upcoming programs. The ability to specify these numbers was a direct result of including these individuals (outreach to Maine's refugee populations in southern Maine – including Thai, Cambodian, Vietnamese, Sudanese, Ethiopian, Russian and Mexican families) and representative groups (Native American Tribal Council, Women's Agricultural Network) in the input-gathering stage.

## **Multi-state and Integrated Research and Extension Programs**

This section includes a report of current multi-state and integrated research and Extension programs.

UMCE state-level specialists contact and work with colleagues from other institutions to address the agricultural needs of Maine farmers. Specific examples include our efforts to work with other states to provide current and relevant information to cranberry growers. This is a new crop for Maine, and we have had to rely on information, research and grower recommendations from other states. The partnership with other states is allowing Maine to obtain knowledge, and other states to participate in our newly emerging industry to gather data for work going on elsewhere.

We regularly work with other New England states in the planning and implementation of regional vegetable grower education. UMCE also works regionally to produce grower guides for pest management for vegetables and apples and small fruit. There is a regional vegetable conference held in Massachusetts that utilizes the expertise of Extension staff across the six states of New England. UMCE has several staff serve as presenters and others who attend in an effort to keep informed on the latest research and extension recommendations for vegetable, small fruit and horticultural crops.

Our Integrated Pest Management Staff share resources and technology with other states in the diagnosis of plant and insect issues. The sharing of expertise across state lines has proved cost effective, efficient and beneficial to farmers.

The annual Beef Conference is held in cooperation with other states and the Canadian Province of New Brunswick. Presenters come from a variety of states and Canada. The audience is regional as well.

The annual Potato Conference draws upon expertise from potato growing regions across the county. In return, our potato staff serves as an educational resource to several other states. We have assisted growers and Extension staff in southern states who attempt to grow potatoes from Maine seed.

The annual Dairy Seminar draws upon research and dairy expertise from other states. Our dairy staff serve a similar function in supporting the educational efforts of others. The seminar is also open to producers from other states.

UMCE is currently exploring the possibility of having positions that will work across state lines with other New England Extension systems.

UMCE an active member of the Northeast Region's Natural Resource, Agricultural, and Engineering Service (NRAES). UMCE pays an assessment for its membership and distributes resources and publications to Maine citizens.

This multi-state effort brings resources to Maine that would otherwise be unavailable at a similar cost.

UMCE has worked with other Northeast region states by having a member of our administrative staff serve as the chair of the Agriculture/Natural Resources Program Leaders Group. This same individual has served the National Extension System by being a member of an ECOP Program Leadership Team.

Food safety education has occurred on a New England regional basis with the development of fact sheets, and training for Extension staff in Hazard Analysis Critical Control Points (HACCP).

Nutrition staff receive training as a New England region every other year. The training brings together paraprofessional nutrition aides, Extension faculty and professionals to share information, resources and receive updates on current trends in nutrition education.

The New England states cooperate to offer youth educational activities at the Eastern States Exposition. This is the largest agricultural fair in New England and memorandums of understanding exist between the six New England States to fund and support the 4-H activities of the "Big E."

The New England states are also working together in the area of youth workforce preparation. This working group has developed a booklet listing workforce preparation resources available across the region. Three new England states, Maine, Connecticut and New Hampshire are working on a youth entrepreneurial program to help youth learn business management skills. In Maine the program is focussed on American Indian youth.

Youth staff have worked across the region to offer a "Targeting Life Skills" training. This is a method of planning and implementing youth work that was developed at Iowa State University. A national training was offered, and Maine sent an individual. That person returned to Maine and offered a New England-wide training.

UMCE has participated in the Northeast Leadership Development (NeLD) program. A faculty member has participated in this program each of the past three years. This regional leadership development program has advanced our organization as faculty have implemented "change projects" as a part of the program. Net works of mentors and advisors have improved program strategies for faculty participants.

UMCE plans to use two times the 1997 multi-state effort to account for our financial support of multi-state programming.

## **How Research and Extension Activities will Address Critical Issues**

The manner in which research and extension, including research and extension activities funded other than through formula funds, will cooperate to address the critical issues in the State, including the activities to be carried out separately, sequentially, or jointly.

### **Maine Agricultural Center**

The University of Maine Cooperative Extension and the Maine Agricultural and Forest Experiment Station have joined together to form the Maine Agricultural Center. The University of Maine Board of Trustees approved this center in January, 1999. The purpose of the Maine Agricultural Center is to coordinate the research and outreach of the University of Maine in a way that determines and addresses the highest priority issues facing Maine agriculture. The Center will coordinate split faculty appointments between the Experiment Station and Cooperative Extension. The Center is also expected to communicate regularly with the agricultural community of Maine. The Board of Agriculture of the University of Maine will provide input regarding Center activities. The Board was established by an act of the 118<sup>th</sup> Maine State Legislature in 1998. The Board is made up commodity and other agricultural representatives who review, discuss and ultimately recommend the research and extension priorities for the agricultural programs of the University of Maine.

The Experiment Station and Cooperative Extension are inviting faculty to join the Maine Agricultural Center. Both parties have committed \$25,000 of non-formula funds to create a \$50,000 pool of resources that will be used to support high-priority projects that address an immediate need of Maine agriculture. A preference will be given to projects that integrate research and extension.

The Experiment Station and Cooperative Extension have implemented a process for creating split faculty appointments between the two entities. Currently six faculty hold joint appointments between the station and extension. The areas addressed by split faculty, appointments include economics; dairy; poultry and aquaculture; blueberries; tree fruits; and the associate director of the Experiment Station position. The number of split appointment faculty will increase in the future as both the station and extension strive toward meeting the needs of Maine agriculture as efficiently and effectively as possible.

Experiment Station faculty and Cooperative Extension faculty and professionals carry out separate activities that can be drawn together to educate agricultural producers. Examples of this include the Maine Dairy Seminar and the Annual Maine Potato Conference. Both events rely on Extension and Station faculty presenting the results of their work to Maine farmers. The blending of the program to include research and extension presentations has proven to be a method valued by Maine farmers.

Recently, the Experiment Station and Cooperative Extension worked together to hold University of Maine Day at the Maine State Legislature. There were many displays and materials on hand at the Maine State House in Augusta. Faculty from the Station and Extension met with state lawmakers to help them understand the value of the University to the agricultural community of Maine. To assist in this effort, the Station and Extension created a series of impact fact sheets highlighting the many ways that the two organizations have positively impacted Maine agriculture.

Cooperative Extension and the Experiment Station have separate Plans of Work. There is no intention of combining the two plans at this time. Regardless of the separate plans, the two organizations are now working more closely together than in the past decade. The creation of the Maine Agricultural Center is solidifying the partnership and the commitment of the two entities to work closely together in the future.

### **Rural Economic Research and Community Development**

Faculty from Cooperative Extension and the University of Maine Department of Resource Economics and Policy will continue their applied research in charting rural economic trends and the impacts of local trade on the economy. The aspiration is to enhance the capacity of local elected officials to plan for thoughtful community development in Maine through use of Economic Development Assistance Grants to local communities.

### **Lobster Fisheries Support**

Staff from Cooperative Extension, the University of Maine Lobster Institute and the University of Maine School of Marine Sciences will collaborate to provide timely and accurate information to lobster zone council members charged with managing the lobster fishery along Maine's coast. The coordinator of the initiative will be funded primarily with private foundation funding.

### **Sea Grant**

In May 1999 an MOU was signed to integrate the research and outreach activities affecting Maine's marine community.

## **Collaboration with Other Institutions of Higher Education**

In carrying out the state Plan of Work, the University of Maine Cooperative Extension(UMCE) will continue and expand our collaboration with other colleges and universities that have a unique capacity to address public issues in the state of Maine and the Northeast. Outlined below are only some of the current and emerging efforts (including regional and multi-state efforts) to work with those other institutions.

1. Collaboration is occurring between the UMCE and the University of Maine and **University of New Hampshire** Sea Grant programs to develop shared program field and leadership positions and collaborative programs addressing issues in:

- Coastal resource management
- Intertidal wildlife habitats
- Phytoplankton research
- Lobster resource management
- Coastal water quality monitoring and pollution abatement
- Aquatic disease suppression

Five field-based positions and a state marine program leader will comprise the marine outreach program for the University of Maine to conduct marine education programming in collaboration with **Bowdoin College's** Environmental Studies Center, the **University of New Hampshire** Sea Grant Program and **Cornell Extension's** Long Island, New York Riverhead Office Marine Center Program.

2. UMCE state-level specialists contact and work with colleagues from other institutions to address the agricultural needs of Maine farmers. Specific examples include our efforts to work with the **University of Massachusetts** to provide current and relevant information to cranberry growers. This is a new crop for Maine, and we rely on information, research and grower recommendations from other states. The partnership with **Massachusetts** is allowing Maine to obtain knowledge and other states to participate in our newly emerging industry to gather data for work going on elsewhere.

3. We regularly work with the other **New England land grant universities** in the planning and implementation of regional vegetable grower education. UMCE also works regionally to produce grower guides for pest management for vegetables and apples. Our Integrated Pest Management staff share resources and technology with the **New England states** in the diagnosis of plant and insect issues. The sharing of expertise across state lines has proven cost effective, efficient and beneficial to farmers.

4. The annual UMCE Beef Conference is held in cooperation with **Rhode Island, Massachusetts and New Hampshire** and the **Canadian Province of New Brunswick**. The audience is regional as well. The UMCE collaborates with the

## **Current and Emerging Multi-County Program Initiatives**

The University of Maine Cooperative Extension continues to expand its program delivery methodologies across county boundaries to ensure flexible responsiveness to and increased accessibility for Maine's diverse population. In addition to increased efficiency and effectiveness in addressing high-priority Maine issues through multi-county programming, we are able to tap the professional expertise of our staff to focus on regional program development, with the entire state serving as our campus. Recent multi-county pilot programs in youth development, home horticulture and small business development have informed our thinking relative to future staffing patterns, program delivery options and internal communication systems to support high-quality and relevant Extension programs.

Examples of current and emerging multi-county programs that aspire to draw upon contemporary research include:

- Annual Beef Conference, Dairy Seminar and Potato Conference
- Home-Based Business Workshops and Conference
- Large-Scale Composting School
- Maine Agricultural Leadership Institute
- Maine 4-H & Youth Development Program:
  - Staff training and development
  - 4-H volunteer training workshops and State Leaders Forum
  - Maine 4-H Days
- Midcoast 4-H program across five counties Maine Garden Day and Open Farm Days
- Nutrition and Food Safety
  - EFNEP staff training
  - Faculty training and development workshops
  - Occasional quantity cooking workshops
  - Folic acid and infant brain development workshops
- Parentmaking Workshop Series for Parent Educators
- Senior Companion Program
- Women In Agriculture Network



**Universities of Vermont and New Hampshire** in developing the annual New England Beef Exposition.

5. Our annual Potato Conference draws upon expertise from potato-growing states across the country, including **Florida, North Carolina, Wisconsin and New York**. In return, our potato Extension faculty serve as educational resources to several other states. We have assisted Florida and North Carolina growers and Extension staff who grow potatoes from Maine seed.

6. The annual UMCE Dairy Seminar draws upon research and dairy expertise from **Cornell** and the **New England land grant universities**. Our dairy staff serve a similar function in supporting the educational efforts of others. The seminar is also open to New England producers.

7. The UMCE participates in the annual regional vegetable conference held in **Massachusetts** that utilizes the expertise of Extension staff across **New England**. UMCE staff serve as presenters and recipients of the latest research and Extension recommendations for vegetable, small fruit and horticultural crops.

8. The New England Extension Consortium integrates program plans and promotes new collaborations through a grant process. Directors and others in leadership positions among the six states meet on a regular basis. We have also increased our use of communications technologies, most recently via a pictel meeting to assess grant proposals.

## **Merit Review Process**

UMCE will institute a merit review process that is based on clear, specific and measurable criteria. These criteria will include items related to the relevance, uniqueness, potential impacts and quality of our programs. The process will include reviewers such as outside experts with in-depth expertise in the program area as well as agencies, advisory groups and clientele. It is our intention to use this review to gain a wide variety of viewpoints and incorporate those into future planning and program change. Many of the stakeholders, partners and collaborators named in our input process will also be involved in the review process. For example, UMCE will request that the Board of Agriculture be one of its reviewers. The make-up of this group includes:

Bob Spear, Maine State Commissioner of Agriculture, Food and Rural Resources  
David Bell, Maine Blueberry Commission  
Alfred Bushway, University of Maine Department of Food Science & Human Nutrition  
Michael Corey, Maine Potato Board  
Judith Dimock, Chair of Board of Agriculture  
Sandy George, President, Maine Farm Bureau  
Steven Jones, Landscape/Horticulture Business Owner  
Marjorie Kilkelly, Maine State Senator  
Russell Libby, Maine Organic Farmers & Gardeners Association  
Donald Marean, Maine Dairy Breeder  
Sandy Merrill, Sunrise Acres Farm  
Fred Olday, Jasper Wyman & Son (Blueberry Processors) and chancellor's representative  
Wendy Pieh, Maine House of Representatives  
Gregory Porter, University of Maine Agricultural Faculty Representative  
William Sheehan, Maine State Forest Growers Association  
Ford Stevenson, Small Fruit/Vegetable Grower

In addition, the six states of New England Director's have agreed to share all states plans among each other. A possible outcome is to have two or more states "cross" assess other plans during FY 2000 and advise on opportunities to strengthen and collaborate.

UMCE realizes the value of such a review and welcomes this opportunity to continue the dialogue with its partners.

We will also share our plan with the University of Maine Agricultural and Forest Experiment Station and Director of the Maine Agricultural Center.

