



AREERA Plan of Work for FY 00-04

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Lyla Hougum, Dean and Director

MISSION AND GOALS

The mission of the Oregon State University Extension Service is:

To deliver objective, research-based nonformal education to help Oregonians solve problems, develop leadership, and manage resources wisely.

The educational goals of the Oregon State University Extension Service are:

Economic development - for individuals, families, businesses, and communities.

Human development - to improve well being of families and individuals of all ages.

Natural resource conservation and management - to help individuals and groups use and manage natural resources.

Leadership development - to develop skills in individuals and facilitate their participation and productivity in their communities.

ORGANIZATION

At Oregon State University, Extension is based at the university level with faculty in ten of the eleven OSU colleges. Efforts are well advanced in integrating the extension, research, and teaching functions and in extending the entire university through programs critical to the citizens of Oregon where they live and work (OSU Statewide). Integration takes place at the college and department level with unit administrators having responsibility to administer faculty and funds in programs related to their disciplines.

The organization's mission is carried out through interactive educational programs that address issues critical to Agriculture, 4-H Youth Development, Family and Community Development, Forestry, Sea Grant, and Energy. Each program area is administered by one or more program leaders who serve as administrators in the colleges and in extension.

Professional field staff hold faculty appointments in academic departments of ten colleges, a feature unique to extension in Oregon. In making extension a full partner in the academic enterprise, the OSU Faculty Senate has defined scholarship as "creative intellectual work – validated by peers and communicated." In this definition, scholarship encompasses creative artistry and the discovery, development, and integration of knowledge. Peer groups include practitioners. Communication extends beyond reviewed publications to include alternative methods of dissemination and dialogue. The OSU definition of scholarship opens the university to active engagement with citizens as collaborators in creative intellectual work.

STAKEHOLDER INPUT

The Oregon State University Extension Service (OSUES) plan-of-work is informed and shaped by broadly based planning processes involving diverse groups of citizens.

The Governor-appointed Oregon Progress Board has established benchmarks for measuring progress toward statewide goals in human resources, natural resources, and the economy. Extensive citizen input is involved in an annual update of progress toward the Oregon Goals. OSUES makes every effort to target its programs on the goals and their benchmarks. The Oregon Goals provide a foundation for focused collaboration with other agencies and organizations.

When Measure 5 (1990) was passed, the state budget for OSUES was reduced in the succeeding years by 20%. In 1995, citizen input meetings were held in the eight regions (clusters) of the state to obtain input on critical issues and needs. 131 citizens and 48 extension faculty took active part in these meetings. The results of these meetings formed the basis for the reorganization staffing plan that began implementation in 1996.

Every county extension office is served by an advisory committee structure, which often includes sub-committees for program areas, such as agriculture or 4-H youth development education. Committee membership seeks to reflect the demographics of the county. In addition to influencing local programs, local input is carried by field faculty to their academic departments and to their statewide program working groups.

The statewide Extension Citizen's Network and Extension Citizen's Board provide advice and input to extension administration. The Network comprises a local advisory committee member from each county (36). A member from each cluster (8), a member recommended by each program area (6) and a County Commissioner from each side of the state (2) meet more frequently with the Dean and Director as the Extension Citizen's Board.

Citizens in fourteen of Oregon's 36 counties have voted to create service districts for the purpose of funding Extension in those counties. That these citizens have voted increases in their property taxes to support Extension is testimony to their belief that Extension is effectively addressing issues important to them.

Through extensive consultations with their many constituents (e.g., industry groups and college and department advisory committees), the program area faculties further focus the programs and goals of extension in Oregon.

Agriculture

The extension plan-of-work in agriculture is shaped by:

stakeholder meetings held throughout the state in cooperation with the Oregon Department of Agriculture;
regular interactions with members and leaders of 30 commodity commissions/organizations;
collaboration with state, federal, and sister USDA agencies; and
county reports of critical issues facing Oregon's farms, ranches and agricultural businesses.

The most critical issues are:

1. Continuous, profitable production of agriculture products.
2. Adding value to agricultural products with high levels of food safety and quality.
3. The urban/rural interface.

To facilitate delivery of programs effectively addressing these critical needs, the College of Agricultural Sciences faculty has organized into 17 interdisciplinary extension/research working groups.

Family and Community Development

The College of Home Economics and Education administers extension work in Family and Community Development and in 4-H Youth Development Education. The Family and Community Development program is shaped by:

1. Stakeholder focus groups conducted in nine counties (1997) representing the diversity found in Oregon;
2. Community meetings (1998) in four Oregon regions;
3. National Standards for Family & Consumer Sciences, Oregon 21st Century Schools;
4. Oregon Shines II Goals (1) “Quality Jobs for all Oregonians”, (2) “Safe, Caring and Engaged Communities”, and (3) “Healthy Sustainable Surroundings”; and
5. County reports of critical issues.

This input resulted in the following strategic program goals:

1. Create and manage resources
2. Increase overall health and wellness
3. Form social connections with communities and neighborhoods to increase a sense of connection.

Core programs are:

Diet, nutrition, and health.
Family development and
financial management.
The Family Community
Leadership program.

New thrusts are:

Workforce preparation.
Welfare Reform (the working
poor, basic family life skills).
Living simply.
Gerontology issues at 65+
Youth Violence.
Collaborations: cooperation,
partnerships.
Faculty role shift to community
catalyst.

4-H Youth Development Education

The 4-H Youth Development Education program is served by an extensive advisory committee structure. The Oregon 4-H Advisory Council comprises 8 youth (grades 10-12), 20 volunteer 4-H Leaders, 2 extension faculty/staff and 5 other stakeholders. In addition, at the state level, there

are 13 advisory and development committees that are project/event specific comprising 68 adult volunteers, 10 youth volunteers, and 59 extension faculty/staff.

A 4-H Leaders Council serves each county. 4-H Program Committees and/or 4-H project area committees also serve in many counties. With input from these stakeholders, teams of campus and field faculty are focused on:

1. Leadership development for youth and adults.
2. Workforce preparation.
3. Environmental stewardship.
4. Science and technical competence.

Forestry

The Extension Forestry plan-of-work was shaped by a year-long process involving interviews of 90 current customers, a survey of 40 continuing education participants, and a telephone marketing survey of 115 potential customers. This stakeholder input resulted in the following strategic goals:

1. Improve competitiveness of forestry and forest product enterprises.
2. Develop new knowledge and research implementation.
3. Engage public dialogue about Oregon's forestry future.
4. Expand forestry skills and capacities.
5. Establish Extension Forestry as the recognized state wide leader
6. Grow a dynamic organization.

Core Programs include:

Basic Forestry Shortcourse
Master Woodland Manager
Field Forestry Schools
Woodland Workbook
Forestry Update

New thrusts are:

Multi-resource Management
Curriculum
Watershed Stewardship
Curriculum
Uneven-aged Management and
Sustainability
Small sawmills and
manufacturing
Special Forest Products
Workforce Development

MULTISTATE PROGRAMMING

The three states of the Pacific Northwest have a long tradition of collaboration. Idaho, Oregon, and Washington have many programs and activities that can be described as "multistate;" some formal, and many informal. Due to limited resources, programs and specialists are often shared, with no exchange of dollars. Specialists distribute their newsletters to the other states, or contribute to newsletters distributed in all three states. Bordering counties plan and work together, and faculty respond to questions from each other's counties, across state boundaries. Faculty and staff training opportunities are frequently jointly planned, or are open to personnel from the other two states. Conferences are jointly planned and open to

all three states, and satellite programs developed in Washington are downlinked nationwide with many states participating. Perhaps the most formal and well established collaboration among the three states is the PNW Publications process where publications that are relevant to all three states are jointly written and reviewed, published by the lead state, and made available to all three.

Oregon also collaborates in programming with Alaska, California, the Intermountain States, the Western Region, and the nationwide Extension System. Collaborations include joint program planning and implementation, sharing of materials and faculty expertise, and joint funding of special projects. Alaska, Idaho, Oregon, and Washington jointly fund a liaison position with the regional EPA office located in Seattle. Negotiations are underway with Idaho concerning possible multi-state, field-based positions.

Planned multi-state programs and activities between Oregon, Idaho and Washington are detailed in Appendix A. Each professional FTE is a commitment of more than \$100,000 for salary, fringe benefits, support staff, and expenses. The level of planned, multi-state programs and activities are well in excess of 25% of Oregon's Smith Lever 3(b,c) allocation. These activities will continue to grow during the five-year period of this plan-of-work.

MULTIFUNCTION PROGRAMMING

There are four major ways in which the research and extension functions are integrated. First, there are formal Regional Research and Extension Coordinating Committees that meet regularly to plan, conduct and evaluate projects that include research and extension components. A new overall regional multifunction committee (RCIC) will meet for the first time in the summer of 1999 to review and approve the work of these coordinating committees. Second, there are multidisciplinary working teams of faculty and staff that include both research and extension personnel. These teams form to address critical issues and provide major program thrusts. Third, twelve faculty located at research and extension centers and research stations have partial or full extension appointments. These assignments are made to place faculty having primarily extension appointments in close working relationships with faculty having primarily research appointments. Fourth, many faculty are appointed with joint appointments in extension and research to provide the closest possible integration of these functions.

Appendix B presents lists of working groups in the Agriculture, 4-H Youth Development Education and Family and Community Development program areas. The listing of academic homes for the members of the working groups illustrates the multidisciplinary nature of these programs. Members of the seventeen working groups in agriculture hold extension, research, extension/research and research/extension appointments. Appendix B illustrates that extension's investment in multifunctional and multidisciplinary programs is well in excess of 25 % of Oregon's Smith Lever 3(b,c) allocation.

MULTI-INSTITUTIONAL PROGRAMMING

By providing one-half of the salary for the director, the Oregon State University Extension Service is a partner in the Chandler Center for Community Leadership, an Oregon nonprofit corporation. The Center's mission is *"to help community leaders develop solutions to current and future problems and to establish strong grassroots leadership."* The core philosophy is *"learning to lead by leading."*

Various formal and informal collaborations exist between Oregon community colleges and the Oregon State University Extension Service. Community college facilities are frequently used for Extension programs. Local educational programs are jointly planned and presented. The Wasco County Extension office is located on the Mid-Columbia Community College campus and the Malheur County Extension

Office is located on the campus of Treasure Valley Community College. Extension office space is provided to a community college faculty member in the Klamath County Extension office.

The OSU Extension Service is a collaborator in the Pacific Northwest Public Policy Institute located at Portland Community College. The Institute uses the National Issues Forum model for engaging citizens in public issues. Programs include a summer training workshop for Forum moderators and a workshop on framing issues in public terms.

UNDERSERVED AUDIENCES

Hispanic and Native American populations are growing rapidly in Oregon (71% and 41% during the decade of the 80s, respectively). The OSU Extension Service is focusing efforts on these growing segments of the state's population.

The CYFAR State Strengthening Project: OREGON OUTREACH targets Latino communities and youth development in Hood River, Marion, Multnomah, and Washington Counties. The project features activities at demonstration sites, 4-H publications in Spanish, Oregon Leadership institute, 4-H as Partners (see <http://OSU.orst.edu/extension/Oregon4-H/OregonOutreach/index.htm>).

Collaborations have been created with state Latino organizations and other organizations and agencies that support Latino children, youth, and families as well as with campus departments and programs serving Latino students. At the local level, culturally appropriate educational programs are designed, implemented, and evaluated in partnership with the Latino community. Emphasis is placed on providing program materials in Spanish and hiring bilingual and bicultural faculty and staff. The pesticide safety for farmworkers program distributes English and Spanish versions of educational materials, uses a mobile audio-visual training unit at public events, and facilitates sessions using Spanish-speaking health worker trainers to convey safety messages. An office to serving the nutrition education needs of the Latino community of the metro area has been established in Portland.

OSU Extension Service collaborates with the Nez Perce Tribe in the implementation of the Wallowa County Nez Perce Tribe Salmon Habitat Recovery Plan. Numerous educational programs are planned and conducted in partnership with the Confederated Tribes of the Umatilla and Confederated Tribe of Siletz Indians. An Extension office with staff of six is maintained on the Warm Springs Indian Reservation in Jefferson County.

The EFNEP and OFNP (Oregon Food Nutrition Program – Food Stamp) programs serve low-income audiences. These programs also bring the input of these underserved audiences into the program planning processes of the entire organization.

OSUES has announced a focus on Poverty issues extending through FY 00. A public issues education newspaper (tabloid) *POVERTY IN OREGON* will be a program centerpiece. Collaborative local and statewide events are being planned.

A Diversity Specialist serves as a key member of the Office of Personnel and Organizational Development.

MERIT REVIEW

In the tradition of Pacific Northwest cooperation, the directors and associate directors of Extension in Idaho, Oregon and Washington have collaborated in the development of this Federal Plan. Each state will review the plan of the other two states, involving program leaders and specialists with appropriate expertise.

Goal 1. An agricultural system that is highly competitive in the global economy.

The \$3.4 billion in annual farm and ranch production, with related services, equipment, transportation and processing, accounts for a fourth of the state's economy or gross state product. Oregon's agriculture is diverse with some 200 commodities grown in the state. Greenhouse and nursery production has the highest commodity value. Other top commodities are hay, cattle, wheat, and grass seed. The dynamic and diverse agricultural and food industries of Oregon require aggressive, integrated research and extension programs in order to meet challenges and capture opportunities. Research and extension faculty work side-by-side – often with joint appointments – in ten experiment stations and five research and extension centers located across the state.

The forestry sector provides 4.7% of the state's employment and 7.1% of its gross product. The bulk of employment and income is derived from processing. Forestry accounts for 10% of total industrial output in the state with \$1.3 billion of annual production value and \$11.1 billion of processing. Oregon's 25 million acres of public and private forests supply essential forest products and support rural families, communities and workforces, as well as a vibrant tourism industry.

Oregon ranks sixth nationally in the weight of seafood landed annually and twelfth in its dollar value (\$80 million). The state issues licenses to 3,500 commercial fishermen and 2,000 commercial fishing boats. The commercial fishing industry shares Oregon's 736 miles of ocean and Columbia River coastline with many other uses; including settlement, public access, and tourism pressures, all in a fragile environment. Commercial fishing is important to the economic and social stability of the forty-seven cities and small towns located in Coastal Oregon. Two of The Oregon State University Experiment Stations serve the research and extension needs of this industry.

Critical Issues

Farmer and rancher concerns about Oregon's agricultural competitiveness relate to core economic problems of profitability, commodity (industry) comparative advantage, and agricultural and trade policy. Many of Oregon's agricultural markets are international, with Pacific Rim nations becoming increasingly important. The current international monetary crisis has reduced Oregon's agricultural exports and placed financial strain on its agricultural producers and processors. Low wheat and cattle prices have preceded an increase in farm and ranch bankruptcies and cattle herd dispersals. Sound strategies for cutting production costs, managing risks, and diversification must be developed and implemented. The need for high quality farm and ranch financial analysis is great. Fruit, berry, and vegetable crops rely on a large migrant work force, much of which is undocumented. Continued availability of this workforce is essential for the production and harvest of these crops, which are facing intense international competition. The

migrant workforce brings individual, family, and community needs in social services related to education and health.

The average productivity of Oregon's commercial forestland is significantly below its potential due to forest conditions resulting from inadequate management and natural limitations. Recent National Forest management plans have reduced annual timber harvest levels by 70-80 percent, resulting in accelerated harvests on non-industrial private land. The value of Oregon forestland has increased 300 percent since the late 1980s, demanding increased attention to business dimensions of active management. To assure sustainable production of the diverse array of forest products requires improvements in technology and management of production, harvest, and utilization.

Oregon's commercial fishing industry has undergone enormous transformation in the past two decades. Low returns of harvestable fish coupled with growing constraints by regulations to protect depleted, threatened and endangered species have meant economic distress for coastal Oregon's economy. There is tremendous potential of improved quality in the products that are landed, in new and niche markets, and in value-added products. The Northwest seafood industry must become more attuned to resource conservation, and improved technology to increase yields, reduce waste, and adding value to a finite resource.

Performance Goal

To annually increase awareness, understanding, and action that strengthens and improves the productivity, competitiveness, and profitability of natural resource, food, and forest product industries in Oregon.

In pursuing this goal, the Oregon State University Extension Service will provide educational programs that:

1. Provide key economic information on costs and production of commodities.
2. Develop alternative crops and production systems.
3. Improve animal feeding and nutrition.
4. Improve crop and livestock quality.
5. Protect livestock from pests and disease.
6. Increase the average productivity of Oregon's commercial forestland.
7. Improve manufacturing processes and quality of forest products.
8. Develop niche market opportunities for new natural resource products.
9. Provide new and cost-effective, value-added processing and products that allow the seafood industry to compensate for reduced harvest levels.
10. Enable the seafood industry to improve food safety and quality and reduce waste and water use.
11. Result in 20,000 4-H Youth Development Education projects being completed annually.

Key Program Components

1. Continuous interaction with members and organizations of the natural resource, food and forest product industries.

2. Involvement of members of the intended audiences in the design of the educational programs targeted to them.

Internal and External Linkages

Internal linkages will be accomplished primarily through the working groups that are multi-disciplinary, research and extension teams involving both campus and field faculty and academic unit administrators. A key internal linkage is with the Food Innovation Center in Portland. External linkages include commodity groups and organizations; input supply, processing, manufacturing, and marketing firms and organizations; state and federal agencies, consultants, and land and enterprise owners and managers.

Evaluation Framework

Oregon Invests! is a database containing descriptions and results of research and extension projects. The database is updated annually with progress reports. An economist estimates the economic impact of each project and provides a relative index of environmental and social impacts. Surveys administered at the end of, and six months following, educational programs will be used to project behavioral change impacts.

Output indicators

Number of people completing educational programs
Number of people (and percentage) intending to adopt practice changes as a result of educational programs

Outcome indicators

OSU Extension programs will increase returns to Oregon farmers, ranchers, fisheries, and primary forest product producers by at least \$40 million during FY 00. This figure will increase to \$60 million during FY 04.
Number of people (and percentage) adopting practice changes as a result of educational programs.
Evidence of more informed decision-making by natural resource system owners and managers.

Program Duration – Long Term

Allocated Resources

Federal (3b,c)	\$1,100,000
State General Funds	\$3,000,000
County Funds	\$1,350,000
Total	\$5,450,000

Goal 2. A safe and secure food and fiber system

Critical Needs

Media reports of local and regional E. coli O157H7 outbreaks (undercooked ground beef; unpasteurized apple juice; inadequately dried venison jerky) have heightened Oregonian's awareness of food safety risks. A 1995-6 survey of 100 Oregon food preparers revealed greater knowledge of foodborne illness risks than was found in earlier studies. However, many respondents reported unsafe food handling practices. The result is ongoing outbreaks as reported by the Foodborne Diseases Active Surveillance Network. Food safety education is targeted at those who produce, prepare and serve food both at home and away.

Performance Goal

Food Safety and Quality

Key Program Components

Objectives:

Participants will become aware of and adopt recommended food handling practices.
Participants will understand how to evaluate food safety risks.

Activities:

Master Food Preserver volunteer training will be conducted in various counties.
Counties will disseminate food preservation resource information through the media, pick-up packets, workshops and WEB.
Counties will participate in food safety education programs to reach limited income families through EFNEP, OFNP, WIC, Parents as Teachers, and other food programs.
Food safety newsletters will reach food handlers and others in Oregon counties.
Counties will disseminate food safety information through the media, exhibit booths, telephone hotlines, and workshops.
Funding will be sought for statewide seasonal food safety/food preservation hotlines if a need is identified.
A program on safe food for potlucks will reach statewide audiences.

Internal and External Linkages

The Family and Community Development program is linked with other departments and colleges at Oregon State University and throughout the Land-grant System to provide specific subject matter content that is needed to keep projects and programs current, scientifically accurate and relevant to today's youth, families and communities. Specific linkages will be maintained with other departments in the Colleges of Home Economics and Education, Agricultural Science, and Liberal Arts.

Program staff collaborates with professional colleagues in the State and County, Oregon Departments of Education, Fisheries and Wildlife, Oregon Department of Agriculture and others; FNS, FDA and other federal agencies.

Target Audience

Oregon families are the target audience. Programming will reach diverse groups which represent varying ages, income levels, educational backgrounds and racial and ethnic origins.

Evaluation Framework

Evaluation methods will be appropriate for the age, education level and culture of the program participants. Sampling will be used to project overall knowledge and skill gained and intended and actual behavior change.

Output Indicators

As appropriate, the following indicators identified by Claude Bennett will be used to evaluate programming in Diet, Nutrition, and Health:

- Participant reactions to the program
- Changes in knowledge, skills, attitudes, and aspirations.
- Changes in practices/behavior

Outcome Indicators

- Procure, safely store, and quickly prepare healthful foods at reasonable cost.
- Become aware of and adopt recommended safe food handling practices
- Understand how to evaluate food safety risks

Program Duration:

Long term

Resource Allocation:

Federal (3b,c)	\$150,000
State General Funds	\$400,000
County Funds	\$180,000
Total	\$730,000

Goal 3. A healthy, well-nourished population

Critical Issues

Dietary factors are associated with chronic illnesses such as coronary disease and cancers. Yet many Oregonians are not meeting the recommendations of the Dietary Guidelines and the Food Guide Pyramid. Also many lead sedentary lifestyles which contribute to the high incidence of excess weight (especially amongst low income and minority populations). According to the Food Marketing Institute, more than 90% of food shoppers remain concerned about the nutritional content of the food they eat. In pursuit of a healthier diet, many report eating fruits and vegetables. However, lack of knowledge about quick and easy preparation methods and proper storage techniques may be barriers to consumption.

Access to wholesome and nutritious food may be limited for some children, older adults, and people from culturally diverse backgrounds. Barriers to access include limited income, limited job skills, and limited food preparation skills and facilities. Demand for emergency food by Oregon households may increase as a result of welfare reform.

Performance Goals for Oregonians

Healthy food habits

Food for now/food for later

Key Program Components

In pursuing the goals, Oregon State University Extension Service will provide educational programs that have the following components:

A) Healthy Food Habits

Objective:

Participants will integrate health promotion principles into their lifestyles:

by learning about and using the Dietary Guidelines for Americans, the Food Guide Pyramid, and food labels to choose a healthful diet

By including exercise and other personal health protection practices into daily life

Activities:

“Women and Osteoporosis” programming, teaching 3,500 Oregonians

An “Eating Right for Life” program will reach at least 1,300 Oregonians including families participating in Head Start, JOBS, WIC, EFNEP, OFSNP, New Visions, recovery groups and the Tribal Members

A program on fat and sugar substitutes will reach a variety of audiences statewide

Nutrition information will be disseminated through Food and Fitness news releases, child care provider training and workshops for Hispanics statewide

Nutrition information will reach children and youth through Team Nutrition programming, Nutri-Kids programs and Heart Power programs.

Limited income clientele will be reached through the Expanded Food and Nutrition Education Program (EFNEP) and the Oregon Family Nutrition Education Program (OFNP).

B) Food for Now/Food for Later

Objective:

Participants will procure, safely store, and quickly prepare healthful food at reasonable cost.

Activities:

A “Quick and Easy Meals” program will reach a variety of audiences (including working women, teen parents, older adults, 4-H leaders, college students, church members, agency news editors, FCE members, and EFNEP, WIC, OFNP families)

Programs on food buying, preparation, and storage will reach a variety of audiences (including WIC, Head Start, EFNEP, OFNP, childcare providers, 4-H leaders, food advisors, and the general public statewide.

Programming on food marketing will be a statewide focus.

Internal and External Linkages

The Family and Community Development program is linked with other departments and colleges at Oregon State University and throughout the Land-grant System to provide specific subject matter content that is needed to keep projects and programs current, scientifically accurate and relevant to today’s youth, families and communities. Specific linkages will be maintained with other departments in the Colleges of Home Economics and Education, Agricultural Science, Liberal Arts, College of Health and Human Performance.

Program staff collaborates with professional colleagues in the State and County, Oregon Departments of Education, Fisheries, Oregon Department of Agriculture and others; and other federal agencies.

Target Audience

Oregon families are the target audience. Programming will reach diverse groups which represent varying ages, income levels, educational backgrounds and racial and ethnic origins.

Evaluation Framework

Evaluation methods will be appropriate for the age, education level and culture of the program participants. Sampling will be used to project overall knowledge and skill gained and intended and actual behavior change.

Output Indicators

As appropriate, the following indicators identified by Claude Bennett will be used to evaluate programming in Diet, Nutrition, and Health:

Participant reactions to the program
Changes in knowledge, skills, attitudes, and aspirations.
Changes in practices/behavior

Outcome Indicators

Oregonians will:

Learn about using the Dietary Guidelines for Americans, the Food Guide Pyramid and food labeling
Include exercise and other personal health protection practices into daily life
Procure, safely store, and quickly prepare healthful foods at reasonable cost.

Program Duration:

Long term

Resource Allocation:

Federal (3b,c)	\$150,000
State General Funds	\$400,000
County Funds	\$180,000
Total	\$730,000

Goal 4. An agricultural system that protects natural resources and the environment.

Critical Issues

The requirements of the Clean Water Act (CWA) and numerous listings under the Endangered Species Act (ESA) make watershed and salmon restoration a critical and defining issue in Oregon. All Oregonians and all segments of the Oregon economy are impacted, but none more than fisheries, farming, ranching, and forest industries. The Oregon Plan for Salmon and Watersheds is a public/private initiative combining voluntary action and regulation. 80 local watershed councils, which develop plans and carry out improvement projects with incentive funding from the Governor's Watershed Enhancement Board, facilitate the voluntary element. Educational programs are needed to train watershed council members in:

- their public roles,
- methods for assessment watershed health, and
- hydrologic elements of restoration projects.

Educational programs are also needed to inform farm, ranch, and forest landowners and managers of applicable regulations and options for voluntary action.

Performance Goals

- Help natural resource industry owners and managers to manage their resources wisely
- Collaborate with all private and public partners in the Oregon Plan for Salmon and Watersheds
- Help Oregonians understand their relationship to the natural world; take appropriate action at individual, family, business, and community levels; and develop and support sound environmental policies.

Key Program Components

- Watershed Stewardship: A learning guide
- Proper Functioning Condition (PFC) of riparian areas
- Integrated Pest Management (IPM), Integrated Fruit Production (IFP)
- Applied research, demonstrations and workshops linking improved grazing management to water quality and riparian areas
- Federal Water Quality Initiative coordinated effort
- Small Farm environmental programs
- SALMON IN OREGON* tabloid and study guides (Public Issues Education)
- Federal lands management public policy program
- Master Gardener environmental programs, Master Composters
- 4-H Natural Science Curriculum: Wildlife Stewards, Wildlife Habitat Evaluation, Natural Science Family Days, Natural Resources Education Tours, Wetland Wonders, Ridges to Rivers, Forestry, Entomology, Geology, Wildlife Ecology

Internal and External Linkages

The Environmental Education program links the Colleges of Forestry, Home Economics and Education, Liberal Arts, and Agricultural Sciences (Molecular Toxicology, Agricultural and Resource Economics, Animal Sciences, Bioresource Engineering, Botany and Plant Pathology, Crop and Soil Science, Entomology, Fisheries and Wildlife, Horticulture, Rangeland Resources). All program areas collaborate in providing environmental education programs that are based in sound social and physical science research.

External collaborators include professional colleagues in the Oregon Departments of Agriculture, Fisheries and Wildlife, Environmental Quality; Governor's Watershed Enhancement Board; Oregon Forest Resources Institute; Soil and Water Conservation Districts; NRCS, FSA, EPA, and other federal agencies. Numerous general and commodity agricultural organizations, elected and appointed county and state officials, community leaders, teachers, and others contribute to, and participate in the environmental education program.

Target Audiences

Target audiences include 4-H Youth and adults; farmers, ranchers, forest, and small tract landowners; natural resource industry managers; state and federal agency personnel; community watershed principals; watershed council members; resource professionals; consultants providing associated services; and the general public.

Evaluation Framework

Participant surveys will assess the quality and impact of environmental education programs. Surveys administered at the end of, and six months following, educational programs will be used to project knowledge and behavior change impacts. At the macro level, the Oregon Shines goals and benchmarks related to natural resources will indicate progress.

Output Indicators

- Evidence of greater participation in environmental education programs (Number of people completing educational programs)
- Number of people (and percentage) intending to adopt practice changes as a result of educational programs
- More environmental content in natural resource production education programs
- Environmental education programs based on the best available science rather than myth and fear
- Evidence of greater collaboration among environmental educators and between regulators and educators
- More than 5,000 4-H youth involved in natural resource programs annually

Outcome Indicators

- Number of people (and percentage) who adopt practice changes as a result of educational programs

Number of public officials (and percentage) who report using knowledge gained in educational programs

Evidence of greater harmony between natural resource industries and stewardship of the environment

Evidence that landowners and natural resource industry managers are able to develop and adopt sustainable practices and systems

Evidence of increased compliance with environmental regulations

Evidence that adults and youth better understand their relationship to the natural environment

Evidence that more adults, youth, businesses and communities are practicing a stewardship ethic

Evidence that adults and youth are knowledgeable about natural resource best management practices

Evidence that more citizens recognize the importance of meeting current human needs without compromising the ability of future generation to meet their needs

Evidence that more citizens are capable of sound decision-making in environmental policy

Program Duration – Long Term

Allocated Resources

Federal (3b,c)	\$1,200,000
State General Funds	\$3,300,000
County	\$1,500,000
Total	\$6,000,000

Goal 5. Enhanced economic opportunity and quality of life for Americans.

4-H Youth Development Education and Family Community Leadership

A new generation of leaders is needed with increased skills in decision-making and conflict resolution. Great challenges confront youth, families, community organizations, and the institutions that serve them. Major trends are impacting our lives and futures. To enhance positive forces and minimize threats we must study these trends and address them directly. Youth must gain workforce skills in such areas as use of science and technology, and understand natural resources and their appropriate uses in order to become contributing members of families and communities. All members of society require skills in group and community decision-making for positive involvement in the public processes that are included in the responsibilities of citizenship in a democracy.

Trends

America is aging
Nearly one-third of school age children is from minority populations.
Changing workforce: more women are working and increased use of technology is impacting how we interact with others
Changing family structures: teen parents, older parents
Changes in the way people are involved (volunteering) in their communities: shorter time commitment, action oriented
Life-long learning essential in the workforce, family, community
Amount of information doubling every ten years with technology promising to increase the pace of change
International markets and economy are influencing job stability, family income, and the future of all communities
Increased juvenile violence: gangs, concern about personal safety
Schools are becoming caregivers of children
Decreased funding for education and other government service programs
Schools are job and career oriented: educational reform
Increased use of drugs
Increased awareness of educationally challenged youth
Increased need to work in cooperative/collaborative/partnership relationships with others
Decreased number of Extension faculty, increased number of joint assignments, and increased reliance on volunteers
Decline in trust level toward "government"
Impacts of welfare reform on families, work, and communities
More than 50% of employers cannot find qualified applicants for entry level positions

Critical Issues

It is essential to have a cadre of trained volunteers who have the ability to provide educational programming in a safe environment for youth and adults
There is a need to recognize "youth as resources" in all phases of programming

Youth need to sense positive expectations from people around them
 Youth need to have roles as meaningful contributors
 Youth need to be involved in decision-making that involves their well-being
 Youth must be provided with essential physical, intellectual, and emotional skills to deal with living, learning and working environments
 Low income families members need improved basic living skills
 The needs of educationally challenged children is impacting traditional programming
 Balancing work, family and community volunteerism is becoming more difficult for individuals and families
 Involvement of under-represented groups of youth and adults requires new strategies
 More than half of young people leave school without the knowledge or foundation required to find and hold a good job (SCANS Report)

Performance Goals

4-H Leaders who are satisfied and effective in their role and able to contribute to life skill development of youth
 Youth who have learned, applied, and practiced essential life skills
 Parents and youth who believe 4-H is a positive educational experience in a safe environment
 Leaders who believe that involvement in the 4-H program contributes to their personal growth and increases their contributions to the community.
 Faculty, staff and volunteers who are able to operate effectively within a volunteer management system
 Community members who learn leadership skills in the context of community decision-making and involvement in the political process
 Low income family members will learn and practice improved basic living skills

Key Program Components

4-H Leader core curriculum (recruitment, training, retention, mentoring, recognition, evaluation, exit interviews), newsletter, Oregon 4-H Leader Forum
 4-H Club and short-term project programs
 4-H Family events: Super Saturday, family day camp, family fun walk/ride, community service projects
 4-H Summer days at OSU, Know Your State Government, Ambassador Program, Ambassador Weekend, Teen Leadership Teams, Fair Teen Staff Program, County Youth Commission, Junior Leaders, 4-H Interstate Exchange
 Specialists Acting in Leadership program
 Family Community Leadership Program
 Basic Living Skills curriculum
POVERTY IN OREGON Tabloid with study guides: program focus during FY 2000

Internal and External Linkages

The 4-H Youth Development Education program is linked with other departments and colleges at Oregon State University and throughout the Land-grant System to provide specific subject matter content that is needed to keep projects and programs current, scientifically accurate, and relevant to today's youth, families and communities. Specific linkages will be maintained with other departments in the Colleges of Home Economics and Education, Agricultural Science, Forestry, and Liberal Arts.

Program staff collaborates with professional colleagues in the State and County Commissions on Children and Families; Oregon Departments of Education, Fisheries and Wildlife, Environmental Quality, and others; and NRCS, FSA, EPA, and other federal agencies.

Target Audiences

Primary target audiences are youth and adults involved in 4-H Youth Development Education programs at county and state levels. This includes youth from kindergarten through 12th grade. Adults of all ages participate in 4-H as volunteer leaders and resource persons. Youth with special needs are involved in 4-H programs. Emphasis is placed on increased programming efforts with youth and adults from Hispanic-Latino audiences.

The Family Community Leadership program is targeted to adults who wish to learn more about group and political processes, and to learn and practice leadership skills in becoming involved in these processes.

Evaluation Framework

Evaluation methods will be appropriate for the age, education level and culture of the program participants. Sampling will be used to project overall knowledge and skill gained and intended and actual behavior change.

Output Indicators

- Increased 4-H enrollment and participation
- Increased involvement of minority youth and adults
- Increased use of 4-H materials
- Increased levels of activity in the 4-H and Family Community Leadership programs
- Distribution of 500,000 copies of *POVERTY IN OREGON*

Outcome Indicators

Evidence that:

- More youth are serving on boards in clubs, church, school, and community
- More youth occupy leadership roles in 4-H, peer, school, and community groups
- A wider cross-section of youth representing different cultures, lifestyles, and regions are valued as leaders, decision-makers, and resources in school and community groups.
- More youth recognize and value their own roles and responsibilities as members of their club, school, and community
- More adults are satisfied and effective in their role, and have more confidence in working with the diversity of children in the 4-H program
- Volunteer leaders are able to balance their work, family and community volunteerism commitments
- The 4-H Youth Development Program is reflective of the population

Youth have more skills in one- and two-way sharing of information through listening, speaking, and nonverbal communication

More youth relate personally and socially with others and demonstrate acceptance and appreciation of differences

More youth have leadership skills that empower them to succeed at home, at school, in their community, and in the workplace.

More youth have learning, application, and evaluation skills and knowledge in a variety of research-based subject areas

More youth understand the techniques and methods that help learning take place and apply that information to increase their own knowledge base

More youth understand the issues of living in a global interdependent world

More youth have used the processes and skills of acquiring knowledge to enable them to set goals, make responsible decisions, solve problems, and take action

More youth can identify resources (time, people, money, etc.) and use those resources effectively to complete tasks and achieve goals

More youth have organizational skills that help them effectively plan their time and use resources to carry out responsibilities at home, at school, and at work

More youth demonstrate initiative and responsibility

More youth possess skills for working collaboratively with others to accomplish goals

More youth have a positive self-concept based on their identification of personal skills, values, and a positive vision for their future

More youth have gained science and technical competencies through 4-H projects and activities

More adults have gained teaching skills by implementing the science and technical competencies incorporated in 4-H projects and activities

More community members have learned and practiced leadership skills in the context of community decision-making and become involved in the political process

Oregonians have received personally useful information from the *POVERTY IN OREGON* publication

Partner agencies have provided an assessment of the impact of the *POVERTY IN OREGON* publication.

Program Duration - Long Term

Family Resource Development - Critical Issues

Family, regardless of structure, is the dominant influence in one's life. Families that function effectively contribute to positive individual development, a quality workforce, caring communities, and a healthier Oregon. All families face challenges as they experience inevitable life changes. Through study and experience, family members can acquire skills to manage change and enhance well being. Goals for Oregon's citizens have been assessed through the Oregon Benchmark program. The core Oregon benchmark (1995) that relates to families is promoting family stability and competence in individuals. Community goals related to this Benchmark include producing healthy, thriving children and promoting strong, nurturing families and communities. Family Development and Resource Management programs are steps towards achievement of this benchmark and these community goals.

Trends

Fewer persons per household
Increasing numbers of household headed by one person
Increasing number of stepfamilies and blended families
Greater ethnic, cultural, and racial diversity
Greater number of older persons in the population, more dependent elderly
More families responsible for minor children and aging parents simultaneously
Increasing amounts of time spent in grandparenting roles
Increasing number of marriages ending in divorce
Decreasing federal and state benefits available for family assistance
Fewer jobs that provide sufficient earnings to meet families' basic needs
More jobs without employee benefits such as health insurance and retirement plans
More children in self care, schools becoming caregivers of children
Inadequate child care
Changing workforce: more women are working and increased use of technology is impacting how we interact with others
Changing family structures: teen parents, older parents
Life-long learning essential in the workforce, family, community
Amount of information doubling every ten years with technology promising to increase the pace of change
International markets and economy are influencing job stability, family income, and the future of all communities
Impacts of welfare reform on families, work, and communities
More than 50% of employers cannot find qualified applicants for entry level positions

Performance Goals

As family development, family resource programs are developed and implemented, work will proceed towards the following:

Development of statewide family development/family resource management educational programs to make efficient use of human and fiscal resources
Increased interagency and organization collaboration at state and county levels to improve outreach to families
Emphasis on the use of volunteers
Involvement of people representing the diversity of the population in program development and program implementation
Influencing the family and community-based research agenda to strengthen the knowledge base for FDRM programs.

Key Program Components

State and county programs focus on parenting, family relationships and family financial management and fit with in the following three goals:

Oregon Statewide Program

A) To strengthen the capacity of families to nurture, support and guide their members throughout their lives.

1) Home Alone and Prepared (a videotape, workbook lesson) has the following objectives:

- To assess children's readiness for self-care
- To teach children how to be safe when home alone
- To provide children skills for coping with loneliness and boredom
- To teach children first aid techniques
- To teach children to select nutritious snacks

1) Parenting the First Year (a series of 12 newsletters) has the following objectives:

- To develop age-appropriate positive discipline techniques
- To provide activities that promote the baby's learning
- To increase safety precautions
- To increase knowledge about the baby's health, feeding and development
- To develop ways for parents to cope with stress

Distribution of newsletters started in 1997 and continues in 1999. A follow up evaluation will be conducted with a sample of participants to assess outcomes.

1) Parenting the First Year (Spanish). This series of 12 newsletters will be marketed and promoted to agencies that provide direct links to Spanish-speaking parents.

2) Parenting the Second and Third Year. This new series of newsletters will be promoted through established as well as new networks to follow up with parents who previously received the first year series.

A) To strengthen the capacity of families to establish and maintain economic security.

1) Women's Financial Information Program has the following objectives:

- To develop money management skills
- To increase financial knowledge
- To develop confidence in decision-making abilities
- To gain control over finances

Workshops will be conducted in various counties in 1999-2000. Program participants will complete an evaluation indicating the actions they have taken and plan to take.

1) Estate Planning (a one day workshop) has the following objectives:

- To clarify family and personal estate planning goals
- To better understand estate planning tools and techniques
- To assess estate planning needs
- To begin planning actions

1) Who Gets Grandma's Yellow Pie Plate? A statewide lesson with the following objectives:

To understand the complexity of decision-making related to transferring nontitled property including emotional, legal, economic and social dynamics.

- 1) **Money 2000** has the following objectives:
 - To increase savings
 - To reduce consumer debt
- A) **To strengthen the capacity of families and community to be partners in building strong families and caring communities.**
- 1) **Depression in Later Life.** Workshops are scheduled for sites in various counties. The workshop is presented in two different formats, one for the general public and one for health care professionals. The objectives are:
 - To review myths and facts surrounding mild to major depressive disorders.
 - To examine the prevalence and causes of depression in older people
 - To review current treatment recommendations, problems unique to late life depression, and challenges in the diagnosis of late life depression
- 1) **OSU Gerontology Conference.** This two-day conference provides training to “front-line” service providers of older adults. Objectives include:
 - To provide training in mental health issues among older adults
 - To provide professional development training on such issues as fund raising, managed care and evaluation
 - To provide a multi-disciplinary perspective on aging, including the relationship of the environment to aging and other issues of interest to professional care providers
- 1) **After the Diagnosis: Providing Links to Community Support for Families Facing Dementia.** A statewide lesson will be developed. The lesson has these objectives:
 - To present the information about the types of programs, services and resources available for older adults and their caregivers
 - To expand community awareness and provide education about services that can alleviate the stress and strains of caregiving.

Internal and External Linkages

The Family and Community Development program is linked with other departments and colleges at Oregon State University and throughout the Land-grant System to provide specific subject matter content that is needed to keep projects and programs current, scientifically accurate and relevant to today’s youth, families and communities. Specific linkages will be maintained with other departments in the Colleges of Home Economics and Education, Agricultural Science, Forestry and Liberal Arts.

Program staff collaborates with professional colleagues in the State and County, Oregon Departments of Education, Human Resources, Justice and others; and HHS, FNS and other federal agencies

Target Audience

Programming will target individuals and family members at various age and socioeconomic levels, and from diverse racial/ethnic backgrounds. Audiences include family members from a variety of family structures, including single parent families, two earner families, and step/blended families. Extension provides education directly to families as well as working collaboratively with agencies and organizations to reach families.

Evaluation Framework

Evaluation methods will be appropriate for the age, education level and culture of the program participants. Sampling will be used to project overall knowledge and skill gained and intended and actual behavior change.

Output Indicators

- Increased ability to create and manage resources
- Increased sense of family, community and neighborhood connection
- Development of processes that emphasize collaboration
- Increased diversity of audiences
- Increased networking capacity

Outcome Indicators

Individuals and families will:

- Have an increased sense of control associated with activities of daily living
- Have an increased sense of connection to family and community
- Identify and manage resources
- Transfer values
- Increase skills and abilities i.e.
 -
 - decision making
 -
 - leadership
 -
 - communications
 -
 - critical thinking
 -
 - time management
 -
 - public policy
 -
 - food preparation
 -
 - food safety
 -

- budgeting

Program Duration:

Long term

Allocated Resources:

Federal (3b,c)	\$1,000,000
State General Funds	\$3,000,000
County Funds	\$1,300,000
Total	\$5,300,000

Appendix A

Planned Multi-State Extension Programs			
Program/Activity	WA (FTE)	OR (FTE)	ID (FTE)
CSREES Goals 1 & 4			
Direct Seeding (no till) PNW STEEP	0.50	1.00	0.50
dryland systems of the NW			
Small Grain Variety Testing	1.25	1.00	0.50
Potato Variety Testing and Production	1.00	1.00	1.00
Grass Seed	0.05	0.50	0.50
Reduced field burning			
NW Center for Small Fruits	1.00	1.50	0.50
NW Berry & Grape information network			
Tree Fruit Production	0.30	0.50	0.25
Horticulture and Nursery Programs	0.60	0.50	0.50
Master Gardeners, ornamental seminars			
Reciprocal PAT Training Program	1.50	1.00	1.00
Livestock Production	1.50	1.00	1.50
Cow-calf management guide, Nat'l Beef handbook and database, intermountain cow symposium, Pork 2000, western dairy management, forage programs			
Sustainable Agriculture	1.00	1.00	1.00
SARE Ext., beef marketing A to Z-Retained ownership, small acreage programs, riparian grazing projects, composting, IPM			
Salmon Restoration-all program areas	1.00	2.00	1.50
Forest & Ag practices, watershed stewardship, watershed councils, urban impacts, waste management, economic impacts			
Proper Functioning Condition	0.15	1.00	0.50
Grazing of riparian areas working group, public lands issues			
Forestry	1.00	0.50	0.75
Native hardwoods, spiral forest products, Mid-Columbia Valley Forestry Ext. Christmas trees, Continuing Education, Agro-Forestry			
Situation and Outlook	2.00	1.00	0.50
Farm management, marketing, policy, rural development, Agr-Credit, risk management			