

**THE
ALABAMA
COOPERATIVE EXTENSION
SYSTEM**

COMPREHENSIVE PLAN OF WORK

FISCAL YEAR 2000 – FISCAL YEAR 2004

ALABAMA A&M UNIVERSITY**AUBURN UNIVERSITY**TUSKEGEE UNIVERSITY

ALABAMA COOPERATIVE EXTENSION SYSTEM

FISCAL YEAR 1999 - 2004 PLAN OF WORK

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NARRATIVE OVERVIEW

On August 1, 1995, Federal Judge Harold Murphy, United States District Court for the Northern Districts of Alabama, ordered the unification of the Cooperative Extension outreach from the Alabama A&M University 1890 Cooperative Extension Program and the Auburn University 1862 Cooperative Extension Service. The Judge said: "Alabama shall have a single, Statewide Cooperative Extension System that unifies the efforts of Auburn University and Alabama A&M University into one organization to be known and identified as the Alabama Cooperative Extension System ... to operate as the outreach organization for the land grant function of these universities." For the past several years a long-term process of fusion has been engaged which seeks to magnify the individual efforts of the AAMU and AU Cooperative Extension entities. Clearly, the combined strengths of Alabama's two land-grant Universities in support of the Alabama Cooperative Extension System can only result in improved educational outcomes for the citizens of the state.

Alabama is unlike other states in the provision of Cooperative Extension educational services. Cooperative Extension outreach in Alabama is conceived on a process of synergistic application of the Land-Grant resources and energies of three institutions. Not only is Alabama fortunate, as a southern state, to have the advantages of two Land-Grant Universities, Alabama A&M University and Auburn University, but it is also unique, having the additional advantage of Cooperative Extension resources afforded by Tuskegee University.

The narrative portions of this Agricultural Research, Extension and Education Reform Act (AREERA) Plan of Work from the State of Alabama reflect the program plans of the Cooperative Extension System (Alabama A&M University and Auburn University) and of the Tuskegee University Cooperative Extension Program. When combined, as submitted in this AREERA Plan of Work, these components define the larger, Comprehensive Alabama Cooperative Extension System. This AREERA Plan of Work sets forth the program plans for Cooperative Extension work in the State of Alabama and reflects a positive and productive program-planning interface among the three institutions.

The Alabama Cooperative Extension System is a publicly-funded, non-formal, continuing education system that links the educational and research resources and activities of Alabama's Land-Grant Universities to the residents of the sixty-seven counties in the state, the communities of Alabama, and to the people of this nation and the world. As its stated mission, the Alabama Cooperative Extension System helps people improve their lives through an educational process that uses scientific knowledge focused on issues and needs. The primary purpose of the Alabama Cooperative Extension System is the provision of practical education for Alabama citizens to apply to the critical issues

that have an impact on their daily lives and the future of Alabama. Cooperative Extension educational outreach is heavily dependent upon the services of paraprofessionals and citizen volunteers who work with the professional faculty and staff of the Alabama Cooperative Extension System to amplify the impacts of our programming. The Alabama Cooperative Extension System works in partnership with public and private agencies to extend and encourage the application of research based knowledge, information, and technological innovation via a network of local county Extension offices. The wealth of external linkages is critical to the Alabama Cooperative Extension System's strength and vitality.

The above stated mission and purpose serve as the philosophical basis for the development and continued refinement of the comprehensive State of Alabama Cooperative Extension Plan of Work. This Alabama Cooperative Extension Plan of Work, therefore, represents the vast majority of Cooperative Extension programming efforts in the state of Alabama, and is inclusive of the AREERA Goals and all federal formula funded programs. This document is an integral part of an overall Cooperative Extension strategic planning procedure and is the result of an exhaustive program planning and development process. This process began with a review of the results of past strategic planning efforts and continues to draw on the visions in the Priorities for People Strategic Plan developed by the three institutions. In addition, Alabama Cooperative Extension System teams engaged long range planning and environmental scanning sessions and incorporated vast amounts of information from base program teams, stakeholders, secondary data sources, influential public leaders, administration from the three institutions, university faculty, and system professionals. Specific details concerning stakeholder input are included in another section of this Plan of Work.

The State of Alabama Cooperative Extension System Plan of Work has six basic components that reflect the primary areas of emphasis for System programming. It should be noted that the primary areas of emphasis for the Alabama Cooperative Extension closely mirror the five National Goals and, indeed, expand greatly on the scope of the National Goals. These six priority areas are:

- ❖ Agriculture
- ❖ Community and Economic Development
- ❖ Family and Individual Well Being
- ❖ 4-H and Youth Development
- ❖ Forestry and Natural Resources
- ❖ Urban Affairs and New Non Traditional Programs

A summary of the six primary areas of emphasis for the Alabama Cooperative Extension System is included below. Complete descriptions of each of the areas of emphasis are provided in the Planned Program section of this Plan of Work.

In the priority area of Agriculture the following represent major state programming emphasis for the next five years:

1. *GOAL - Production agriculture systems that are highly competitive in the national and global economy.*

Extension education programs will be provided for producers of all major commodities such as livestock and poultry, crops, ornamentals, catfish, fruit and vegetables as well as niche opportunities such as Christmas trees, ratites, small ruminates, shittake mushrooms, honey bees, herbs, vocation farms, and others that emerge. Delivery techniques will be tailored to a wide range of operations from industrialized agrifirms, large commercial farms, second income farms, small scale and/or life style farms.

- A. Objective - Profitable, sustainable animal production systems.
- B. Objective - Profitable, sustainable crop production system.
- C. Objective - Profitable, sustainable aqua- and mari- culture production systems.
- D. Objective - Profitable, sustainable horticultural production systems.
- E. Objective - Development of new and/or niche agricultural enterprises.

2. *GOAL - Agricultural Resource Management -*

Wise, environmentally sound management and use of the wide array of non-human resources available to agriculture is the goal. Included will be water, land, soil, crop residues, animal wastes, fertilizers, pesticides, and other resources associated with agricultural production. Educational programs will include the resource conservation programs available through USDA and the state government. The development of human leadership skills necessary to maintain agricultural and forestry viability into the 21st century will be through the Agricultural and Forestry LEADERS program and other educational programs that develop human potential in the rural and agricultural area.

- A. Objective - Improve management and use of animal waste in agricultural production systems in environmentally sound ways.
- B. Objective - Prudent, safe and environmentally sound, pest management practices.
- C. Objective - Environmentally wise use of crop and land based resources.
- D. Objective - Develop human leadership skills that enhance viability of the agricultural community.

3. *GOAL - Managing Change in Agriculture -*

This goal is for people in the agricultural sector to have successful, sustainable, and profitable businesses contributing to the well being of rural families and businesses. Focus will be on survival and growth strategies along with risk

analyses and management through farm business analyses techniques; use of high level of technology such as precision agriculture utilizing satellites and other emerging approaches, transitioning producers to a market driven economy in the absence of government support programs for commodity production and other change driven adaptations.

A. Objective - Improve business decision, making skills of managers that produce viable/thriving farms into the 21st century.

B. Objective - Increase use of contemporary, spatial and emerging technology in production/management schemes.

C. Objective - Equip farm managers to operate in a market driven economy while adjusting to the changing government support programs.

4. GOAL - Public Policy and Agriculture -

Citizens, leaders, and selected officials as well as the agricultural community have a strong stake in agriculture and the context in which it operates. All are interested in a safe, secure food and fiber system; understanding and minimizing the tension associated with the agricultural/urban interface; the well being of agricultural production and processing workers, and other public concerns that require greater understanding of the complex issues that require citizen interaction to resolve even in the absence of one right solution.

A. Objective - Enhance the inter-relationships of citizens, leaders, elected officials and the agricultural community.

5. GOAL - Agri-Industry -

Maintaining and enhancing a strong viable agriculture infrastructure to support and further develop the agricultural potential for Alabama is necessary. Focus areas will range from the traditional farm supply industry to agricultural product processing to value added activities to industrial agriculture organizations.

A. Objective - Develop businesses and/or industry opportunities in production, processing, transporting, marketing and supplying agriculturally related products.

6. GOAL - Urban Agriculture -

The use of research based and environmentally sound practices rooted in agriculture is important to urban family and individual well being. Included are: 1) home horticulture; 2) home and public pest management; 3) agricultural awareness and other agriculturally related issues that will evolve from Extension's urban initiative.

A. Objective - Home landscapers and gardeners that aesthetically and financially reward families and individuals.

- B. Objective - Safe and effective pest management practices to be used by homeowners and businesses.
- C. Objective- Increased agricultural awareness of individuals and families in urban communities.

7. GOAL - Youth in Agriculture -

The goal is to maintain knowledge of and interest in agriculture in each succeeding generation with the ultimate goal of maintaining a viable agricultural economy in the state and a citizenry knowledgeable and supportive of agriculture. Included will be agriculture related curricula and activities in the 4-H Youth Program, Ag in the Classroom curricula and activities and others aimed at educating K-12 students about agriculture.

- A. Objective - Enhanced opportunities for 4-H and other youth groups and individuals to participate in agriculturally related curricula and educational activities.
- B. Objective - Increase the agriculturally related knowledge and understanding of K-12 students through curricula materials for school experience enrichment.

In the priority area of Community and Economic Development the following represent major state programming emphasis for the next five years:

1. *GOAL - Enhance the leadership development and citizenship education of existing and emerging leaders to build a cadre of competent citizens who can strengthen and transform their communities.*

A. Objective - Develop the leadership capacity of citizenry by initiating and supporting programs structured to enhance the leadership qualities of existing and emerging leaders, to create new and better informed leaders.

B. Objective - Increase the capacity of communities to organize for effective leadership.

C. Objective - Plan for the continuous improvement of community leadership based on changing needs identified through research and development.

D. Objective - Develop a leadership marketing program that aligns with System goals for enhanced community awareness.

2. *GOAL - Through educational training and resource management, create economic environments that support employment, productivity (profitability), diversification, and industrial expansion in rural and urban communities.*

A. Objective - Increase the economic development capacity of community leaders, including industrial expansion and retention.

B. Objective - Increase the employability of Alabama's work force.

C. Objective - Increase tourism and retiree attraction within local communities.

D. Objective - Increase home-based entrepreneurial business opportunities.

3. *GOAL - Educate and strengthen urban and rural youth, families, and communities to build home and community environments which support healthy lifestyles and an improved quality of life for all citizens of Alabama.*

A. Objective - Increase community support of local school systems by identifying and mobilizing existing resources.

B. Objective - Develop the capacity of communities to identify and act upon health issues and concerns.

C. Objective - Increase opportunities to access health care.

D. Objective - Build Alabama's human and technical communications infrastructure.

4. *GOAL - Enhance the capacity of citizens to analyze and interpret their environmental and (solid) waste management needs and prepare communities to develop strategies to respond to these needs.*

A. Objective - Assist communities in identifying and understanding the impact of major environmental issues.

- B. Objective - Develop educational programs that will help communities to respond to environmental concerns which affect the quality of life of citizens.
- C. Objective - Develop collaborative efforts with service providers to assess and recommend strategies to solve current and future environmental problems.
- D. Objective - Develop public policy affecting environmental and waste management issues.

In the priority area of Family and Individual Well Being the following represent major state programming emphasis for the next five years:

1. *GOAL - Provide a safe, affordable, reliable, and nutritious food supply.*

- A. Objective - Improve access to an affordable food supply.
- B. Objective - Improve food safety by controlling or eliminating food borne risks.
- C. Objective - Improve food safety by using USDA approved methods for preserving food.

2. *GOAL - Healthy, well-nourished children, youth and families.*

- A. Objective - Optimize health by improving the nutritional quality of diets/foods and by improving food choices.
- B. Objective - Improve health status of infants, youth and adults.
- C. Objective - Increase the effectiveness of Alabama's Expanded Food and Nutrition Program (EFNEP)

3. *GOAL - Enhance economic opportunity and quality of life for citizens and communities.*

- A. Objective - Increase the incidence of financially secure families and economically viable communities.
- B. Objective - Empower individuals, families, youth and communities to improve their quality of life.
- C. Objective - Improve the quality of life for older Alabamians.

4. *GOAL - "Welfare to Work" - Strengthen the capacity of limited resource families who are on temporary assistance to establish and maintain meaningful employment which will enhance financial stability, economic well-being and overall improvement of the quality of life of children, youth, and families.*

- A. Objective - Create an awareness of the problems faced by families relevant to welfare reform.
- B. Objective - Provide training in job preparedness skills and career development, (i.e., job sources, filling out applications, job search, resume preparation, dressing appropriately, interviewing, communication, and interpersonal skills).
- C. Objective - Acquire knowledge and understanding in child care management that will enable families to identify day care sources, including day care centers and home environments that are safe and economical.
- D. Objective - Acquire knowledge and understanding that will increase skills associated with effective parenting, resolving family conflicts and making effective decisions that will impact the quality of life of children, youth, and families.

E. Objective - Develop decision making skills which will improve the quality of life in regards to life skills, energy, financial management, time management, health care options, and housing.

F. Objective - Dispel the myth that welfare reform is only a problem of welfare recipients.

G. Objective - Acquire knowledge and understanding in nutrition education as related to nutritious diets, economical meal planning and preparation according to recommended USDA guidelines.

5. *GOAL - Educate Alabama consumers to function in the global community.*

A. Objective - Improve basic life skills to empower Alabamians to live in a global community.

In the priority area of Forestry and Natural Resources the following represent major state programming emphasis for the next five years:

1. GOAL - *To sustain productive forest, wood products, and wildlife enterprises and industries that are highly competitive in the global economy.*

A. Objective - To increase the productivity, profitability, and sustainability of Alabama's private forest lands. (landowner education).

B. Objective - To increase jobs, income, and profitability of wood product and other natural resource based industries and firms.

2. GOAL - *To promote the development, management, and use of Alabama's natural resources consistent with sound environmental principles and ethics.*

A. Objective - *To create greater harmony between natural resources development management, and use and the environment.*

3. GOAL - *To increase Alabama citizen's understanding and appreciation for the environment, and the need for good environmental stewardship when handling and using products which may cause environmental degradation..*

A. Objective - To protect prime lands, wetlands and other ecologically and economically important critical and fragile natural resources from environmental degradation and destruction.

B. Objective - To increase public understanding of how natural resources stewardship and management programs can be targeted through the use of geo-spatial technology and information.

C. Objective - To increase economic development and public enjoyment of natural resources through recreation and tourism.

D. Objective - To reduce human health risks from indoor air pollutants.

E. Objective - To reduce human health risks and environmental impacts of pesticide use in urban areas and at the rural-urban interface.

4. GOAL - *To increase the capability of individuals and communities to make informed individual and collective policy decisions about natural resources and the environment.*

A. Objective - To increase the understanding that policy makers, citizens and landowners have for land use planning and growth management policies and techniques, and the advantages and disadvantages of each.

B. Objective - To increase understanding that policy makers and the general public have for effects and impacts of environmental policy and regulatory decisions.

C. Objective - To increase the use of geo-spatial technologies for natural resources management and use.

- D. Objective - To increase the understanding of public officials and the general public of risk analysis and management.
- E. Objective - To increase the viability of communities in timber and other natural resource dependent areas.
- F. Objective - To increase the understanding of, and the use by, policy makers, farmers, governmental officials, and the general public of economically sound and technically feasible approaches to solid, hazardous, and animal waste management policies.
- G. Objective - To increase citizen understanding and responsibility for environmental Justice issues.
- H. Objective - To develop a leadership base within natural resource based industries capable of understanding how public policy is made and effectively participating in the process.

5. GOAL - To insure a safe and adequate water supply for homes, farms, and industry.

- A. Objective - To increase awareness and use of pollution prevention programs on agriculture and forestry operations.
- B. Objective - To increase awareness and understanding of the general public, both youth and adults, of the importance of a safe water supply for home, agriculture, and industrial uses.
- B. Objective - To increase awareness and understanding of the impacts that urban activities, to include pesticide and fertilizer use in urban areas and lack of erosion and sediment control, have on rural and urban water quality.

In the priority area of 4-H and Youth Development the following represent major state programming emphasis for the next five years:

1. GOAL - *Young people will demonstrate an appreciation for the significance of their role in building the community. They will participate in citizenship activities that contribute to a safe and secure community that supports education, healthy lifestyles, livable economic bases and healthy environments.*

A. Objective - To implement community-based educational programs that demonstrate and promote the need for youth involvement in building the community.

2. GOAL - *To provide Alabama youth with opportunities to enhance their knowledge of and career options in a variety of areas, inclusive of agriculture, science and technology, family and consumer sciences, and communication.*

A. Objective - Youth will address the wise multiple use and appreciation of our diverse natural resources.

B. Objective - Youth will learn how to pro-actively serve their communities as conservators of the environment.

3. GOAL - *Youth will understand the need to balance economic growth with sound environmental and agricultural practices. Youth will demonstrate responsibility and stewardship for their natural environment.*

A. Objective - Youth will address the wise multiple use and appreciation of our diverse natural resources.

B. Objective - Youth will learn how to pro-actively serve their communities as conservators of the environment.

4. GOAL - *Young people will develop skills and confidence and have experiences in making decisions that contribute to healthy and safe lifestyles. Youth will become aware of available health related resources and have the opportunities to gain knowledge on issues related to nutrition, fitness, safety and relationships.*

A. Objective - To implement a community based educational program to address the health lifestyles of youth. This educational program will improve the health, safety and quality of life for youth in Alabama.

B. Objective - To increase the awareness and understanding of youth about related issues and impacts associated with healthy lifestyles.

5. GOAL - *To provide meaningful leadership education experiences that enhances the skills and competencies of adult leaders and motivates youth to reach their fullest potential as tomorrow's leaders.*

- A. Objective - To provide up-to-date research-based leadership education to youth engaged in 4-H or community leadership activities.
- B. Objective - To provide up-to-date research-based leadership education to adults and volunteers who teach or mentor 4-H youth or work in community leadership development activities.
- C. Objective - To establish Alabama 4-H Extension Leadership Certification Program for training youth and adults that is resourced (staffed) by individuals skilled in the art and science of leadership development.

6. GOAL - To provide Alabama youth with opportunities to experience atmospheres of positive expectations wherein they can build relationships, improve their written and oral communication skills and decision-making skills and have opportunities to apply these skills.

- A. Objective - To create atmospheres of positive expectations whereby youth can improve their sense of self-worth and relation-building skills.
- C. Objective - To enhance the ability of youth to be socially assertive, and demonstrate a high level of oral and written communication skills.

In the priority area of Urban Affairs and New Non Traditional Programs the following represent major state programming emphasis for the next five years:

1. GOAL - Create a greater appreciation for the value of diversity.

A. Objective - Educate urban communities on diversity issues including age, sex, race and culture, to promote understanding and respect for diversity.

B. Objective - Establish environments that promote unity and sustain diversity within urban communities.

C. Objective - Collaborate with law enforcement and criminal justice agencies to establish programs to expand and enhance understanding of diversity in the law enforcement arena.

Objective - Develop and implement cultural arts programs to expand the knowledge and appreciation of diversity among cultures.

2. GOAL - Strengthen the resiliency of individuals, youth and families by enhancing coping and survival skills of citizens in Alabama's urban communities.

A. Objective - Implement family dynamics training to educate urban families to identify and respond to forces which impact their lives.

B. Objective - Initiate survival skills programs to prepare citizens to respond to and function in environments of stress and change.

C. Objective - Raise the awareness of parents and community leaders about the needs of the urban youth culture.

D. Objective - Educate young adults to take responsible roles in their families and communities.

E. Objective - Partner with agencies who provide legal support to deliver training in legal education which will assist citizens in responding to basic legal issues.

F. Objective - Partner with school PTA's community centers, etc. to implement family fairs to promote family unity while simultaneously educating families on such issues as family health and nutrition, parenting, youth development etc.

3. GOAL - Build new supportive institutions, groups and teams that allow families to exercise their power to shape their own communities.

A. Objective - Design mentoring groups or organizations to provide more positive role models in urban communities to support positive youth development.

B. Objective - Create support groups in Elderly dynamics to educate and counsel citizens on the physical and emotional needs of elderly to prepare elder care givers and concerned communities to understand and better respond to aging citizens.

C. Objective - Develop volunteer recruitment activities which support volunteer programs to address the needs of urban communities.

4. GOAL - Facilitate changes to improve urban environments and reduce the impact of environmental situations which threaten the safety and health of individuals, youth and families.

A. Objective - Educate citizens to improve their practices in pollution control.

B. Objective - Expand pest management programs to include home (interior) pest control.

C. Objective - Partner with local and state agencies to train citizens in environmental law and environmental justice.

D. Objective - Improve the physical safety of urban environments.

E. Objective - Help families to maintain or increase the value of personal property, enhance family satisfaction with home environments and improve the general safety of homes through community renewal activities.

5. GOAL - Expand urban agricultural concepts and understandings to address real issues of urban/rural interdependence.

A. Objective - Collaborate with local government and businesses to develop green spaces within urban communities by creating walkways from allies, building nature trails, reviving park spaces, etc.

B. Objective - Expand Master Gardening follow-through programs.

C. Objective - Partner with local markets to educate consumers on making appropriate meat and produce choices in urban markets through consumer information pick (buy) of the week programs

D. Objective - Conduct A gleaning or second harvest programs to increase the access of limited resource families to an affordable food supply.

E. Objective - Implement an annual conference designed to educate individuals, families, agencies, communities, stakeholders and organizations on the rural/urban interdependence concept.

6. GOAL - Create expanded access to public information through independent systems for information referral and retrieval.

A. Objective - Increase citizens access to Extension resources.

B. Objective - Establish an urban and new nontraditional programs resource outreach laboratory.

Each of the six priority programming areas (base programs) have a performance framework, similar in many respects to the earlier GPRA model. Included in the individual performance frameworks are overall goals, objective, performance objectives, and indicators of success. In addition, several of these priority areas have developed specific strategic plans to guide their program development process. Central to the performance frameworks are ongoing program evaluation strategies which will allow the Alabama Cooperative Extension System to accurately document program successes,

determine program conclusion, and provide critical information for program revision and / or cessation. This evaluation process will also serve as the basis for aggregation and submission of AREERA program data as required for the Annual Narrative Report of Accomplishments and Results.

The primary strategy for implementation of the goals and objectives as contained in the Comprehensive State of Alabama Cooperative Extension System Plan of Work remains founded in the concept of Extension Team Projects. Alabama Extension Team Projects are defined as *a series of related activities which take place over a specified period of time (usually several years), and which involves several Extension-funded employees working together to accomplish specific objectives*. All Extension team projects will have some key elements in common. These include:

1. Justification based upon either fulfilling specific goals and objectives as set forth in the long-range plan of work, or other clearly defined goals and objectives which have significant impacts.
2. A clearly defined target audience that is external to Extension. The target audience for a project should not be other Extension employees, although training other Extension employees may be one activity in the process of reaching the target audience.
3. Clearly defined procedures and activities, as well as tangible educational products and/or services. These may include things such as publications, in-service training, teaching packets, seminars, and a wide variety of other items. This is the most important element of each project. It defines the actual work that will be done.
4. A promotion plan and an evaluation plan.
5. Significant involvement of several extension-funded employees with a designated project leader and specific responsibilities for other team members.

A complete listing and description of the Alabama Cooperative Extension System Extension Team Projects, and the major program areas to which they relate, may be found in the MSWord file titled "AL ETP" submitted with this Plan of Work.

TUSKEGEE UNIVERSITY

The Tuskegee University Cooperative Extension Program (TUCEP) works in cooperation with the much larger Alabama Cooperative Extension System to carry out a comprehensive statewide Extension plan. As in the recent past, the TUCEP continues to focus major efforts in 12 of Alabama Black Belt counties, but has programs in other counties as well. These counties span the central part of the state from the west Georgia to the east Mississippi state lines.

Primary Service Area, the Alabama Black Belt

With the exception of Montgomery county that encompasses the state's capital, the Black Belt counties are rural. Historically and continuing to the present, this area has a high proportion of African Americans whose population constitutes a majority or a near majority in many of these counties. Of additional significance is the high concentration of African Americans living in small towns and unincorporated areas. Common to other rural areas, there is a severe shortage of good jobs and other economic opportunities, but this condition exists to a greater degree in the Black Belt than in other Alabama counties and over the nation as a whole. The result is high unemployment and underemployment, the ingredients for the high poverty rates and its attendant problems. These problems of the Alabama Black Belt and other similar counties have been well documented, and feasible solutions have been identified.

Cooperative Approach to Solutions

Because the causes of many problems in rural Alabama are related to the lack of access to quality education and up-to-date knowledge of many factors necessary to improve individual and community well being, the Tuskegee University Cooperative Extension Program carries out nonformal education, awareness and self-help programs as the primary approach to improve the quality of life factors in rural areas. Beginning in 1998, in cooperation with the Alabama Cooperative Extension System (jointly managed by Alabama A&M and Auburn Universities) an Extension Team Project approach is used for Extension programming. Using this approach, team projects involve interdisciplinary specialists and County Agents throughout the Alabama Extension network, where each project focuses on specific related problems. Some projects involve professions in state and federal agencies, and research and Extension professions in other states as well. This approach not only better utilizes resources, but increases the resource pool and better focuses Extension resources for statewide and regional cooperation and effectiveness. Currently, specialists at Tuskegee University lead nine of the more than eighty Extension Team Projects and subprojects.

Highlights of Tuskegee University's Participation

Tuskegee University's Extension efforts will contribute to the five National goal areas through leadership and participation in system wide Extension Team Projects. In addition, contributions will also be made toward several 3(d) program objectives as funds become available. The major Tuskegee led projects will focus on the following items. They are:

- || ≈ Assisting small-scale farmers to manage change in agriculture. This comprehensive project will focus on providing information and assistance to operators of small-scale farming operations to better equip them for competitiveness in the global market of the 21 Th Century. Highlights of this effort include improvement of access to decision support information and technology, access to governmental programs, and strategies for value added processing and niche markets where small-scale operations can enjoy competitive advantages.

- $\Sigma \approx$ Forestry management programs for small forest landholders. This project will provide information and assistance to those holding small acreage's of forest land to help them to make better management decisions for increased profitability and better protection of the environment.
- $\infty \approx$ Straight from the tap is a project involving water quality with respect to protecting private and public drinking water sources. It include education and awareness programs for producers, communities and youth, assistance in well water testing and water contamination remedies, and general practices and policies on environmental quality (including soil conservation) and environmental justice education for individuals and communities.
- $\neg \approx$ Enhancing citizens capacity to transform their communities. A highlight of this program is to increase the capacity of communities to organize for effective leadership. Leadership training programs for effective volunteers, community groups and officials will constitute a major focus. A key goal is to increase the involvement of faith-based organizations as community betterment entities.
- $\rightarrow \approx$ Macon county leadership development program for economic development. This program will help Macon county (90 percent African American) to increase its potential for sustainable economic growth. A leadership development program will be strengthened for existing, new and emerging leaders and targeted for economic development and general improvement of the quality of life in this historical area. A comprehensive economic development strategic plan will also be developed.

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- ↑ ≈ Creative effective parenting practices for limited resource families in Alabama. This is a comprehensive program to strengthen limited resource families and communities by enhancing their capacity to more effectively prepare the next generation for leading productive lives. A bonus of this is that it will contribute to assisting those on public assistance to make the transition from welfare to work through better management of their daily lives, including caring for and providing improvement in methods of rearing their children.
- ↓ ≈ Leadership development in 4-H and youth. The goal of this program is to provide meaningful leadership education experiences that enhance the skills and competencies of adult leaders and motivate youth to reach their fullest potential as tomorrow's leaders.
- ∩ ≈ Youth education in natural resources. Designed to address the educational needs of youth and adult leaders in natural resource management, this program will provide hands-on experiences through summer camps, competitive events and school demonstrations.
- ∩∩ ≈ Promoting individual, community and family health through diet and nutrition. Beginning in the Alabama Black Belt, this program will reach the under served population with health related nutrition facts in efforts to reduce the severe incidence of nutrition related health problems that exist in this area.

In addition to these projects led by the Tuskegee University Cooperative Extension Program, Tuskegee Extension professionals will also participate in projects led by the Alabama Cooperative Extension System. Another important element of Tuskegee University's contributions to this Plan-of -Work is that the Extension Program leverages additional outreach resources through competitive federal and non-federal grants and other university resources to augment efforts towards state and National goals. At the beginning of this plan period, a grant through USDA's Rural Business and Economic Development program provides about \$100,000 per year and supports two FTEs that contribute to Goal 5. This grant program is subject to annual or periodic renewal. However, additional resources expected by this program are projected throughout this four-year plan period. Similarly, a special grant from the U.S. Department of Housing and Urban Development was acquired in 1997 and adds two FTEs to the Goal 5 program areas. This program expires in FY 2000, but is expected to be extended through FY 2001. Beginning with the first year and continuing through and beyond this plan period, Tuskegee University's state appropriations will include funds to match federal formula funds in accordance with AREERA. Overall and goal specific FTEs have included these special grants and the state appropriations.

PLANNING OPTION

AREERA provides the opportunity for states to select a planning option. This option defines the formula funded components within the state included in the Plan of Work. This AREERA Plan of Work is submitted by, and is inclusive of, the Comprehensive Alabama Cooperative Extension System. It details Cooperative Extension educational programs conducted by Alabama A&M University, Auburn University, and Tuskegee University. This Plan of Work is a five-year prospective plan that spans the FY 2000 through FY 2004 program planning period. Consistent with the revised AREERA due dates, the Alabama Cooperative Extension System has initiated a revised program planning year, beginning January 1 and concluding December 31.

CERTIFICATION OF THE PLAN OF WORK

AREERA requires that the Plan of Work must be signed by each individual administratively responsible for the work described therein. By separate letter, certification of the Comprehensive Alabama Cooperative Extension System AREERA Five Year Plan of Work is validated via the signatures of: the 1862 Extension Director and the 1890 Extension Administrator, for the Unified Alabama Cooperative Extension System, and the 1890 Extension Administrator - Tuskegee University.

PLANNED PROGRAMS / NATIONAL GOALS

******AGRICULTURE**

Our vision for Alabama's agricultural industry is to be continuously viable; safe, satisfying and financially rewarding for agricultural workers; environmentally sound

and sustainable; and a major contributor to the economy through production of wholesome products.

Extension educators will provide research-based technology appropriate to the needs and objectives of the individual or organization -- from cutting-edge, high-tech, electronically based information to the basic principles of plant and animal management. We will use informal Extension educational techniques (traditional and emerging) to supply information and encourage its application. Program delivery will be through traditional county extension agents, networks of expert agents, multi-county assignment of agents, regional agricultural centers and extension specialists with statewide responsibilities.

SITUATION

Long-term, viable, agricultural production is integral to the success of our nation and, in the broad scope, to the survival of humankind. The nation's agricultural system must provide abundant supplies of safe, nutritious food at a reasonable cost to consumers, and it must be profitable for agricultural producers while preserving the environment and the natural resource base upon which it is produced. The 1996 FAIR Act amends and gives direction to Extension to incorporate economic, risk management, long-term production, human and natural environmental, and higher education programming as part of its efforts. Cooperative Extension in Alabama is committed to incorporating these goals in its programming efforts in accordance with the specific science based education needs of its clientele.

The image of agriculture in the estimation of the general public has diminished in recent years. Farmers and agribusiness have in recent times been perceived as polluters of the environment rather than stewards of the land. Though agriculture should not be immune from criticism, many agriculturists feel that a negative public view of agriculture is undeserved or perhaps overblown. This negative image of agriculture reflects on Extension as educators and as agriculturists and must be addressed. Positive aspects of the agricultural production system must be conveyed through the public education efforts of Cooperative Extension.

Problems in agricultural production on the national and state levels require new, competitive and risk minimizing approaches. Competitive, sustainable and environmentally sound agriculture programming are used to encompass new lines of thinking. Profitable and environmentally sound agriculture deals with adding a long-term, time dimension to the planning and implementation of farming systems. Minimizing risk implies reducing the negative impacts of farming activities on both the farm firm, the surrounding community and the natural environment. Under this framework, clientele should be provided science based education and information to assist with the evolution necessary to meet the changing physical, economic, and social environment.

Alabama agriculture must meet the challenges presented by change. Overall, U.S. agriculture has had an impressive track record in this regard. In the early years of our nation's existence the average farmer could barely feed himself and his family, but today a single farmer feeds over 70 people. Taken as a whole, agriculture is still the nation's single largest industry with assets near \$800 billion and employing 21 million workers. Farming, ranching, and forestry encompasses and uses more land area than any of the other land uses combined. Agricultural exports are the number one U.S. export. In reaching this point, agriculture has become increasingly specialized and intensive.

Scientific agriculture continues to evolve. Recent developments have included such areas as Geographic Information Systems and the genetic alternation of plants. Extension is committed to keeping abreast of this continuing evolution and to the conveying of information on the uses and implications of change for the farming system and the farming system's clientele. To remain profitable and environmentally sound indefinitely, the farming system must adapt and change as new technology and society changes. Several specific, highly important, and sometimes controversial issues are germane to this topic.

Economic Viability and Competitiveness- The farm sector was shaken emotionally and financially by the agricultural depression of the 1980's. Many farmers were forced out of business, farm lending agencies failed, and some rural communities withered. According to the 1990 Census of Agriculture, the majority of U.S. farmers now earn most of their income in part or full-time off-farm employment. The changing perceptions of farming and farmers has led to a crises of spirit. Farmers have not only had to deal with changes in the structure of their farm operation and societal perception, but have also had to deal with changes in the structure of agribusiness's they must deal with and in the structure of the farm program which in the past provided a farm safety net.

Changes in the structure of financial institutions has led to the perception that lending agencies are not fully aware of either the economic potential or the uniqueness of agricultural operations. Most farmers now realize that farming must be a successful business if it is to be a viable way of life. Farmers must confront the reality that they have to be competitive, and must produce for markets rather than expect markets to be developed for whatever they produce.

Farming in the 1990's and beyond cannot be successfully accomplished with the philosophy and methods of the past. Cooperative Extension has a key role to play in assisting Alabama farmers with that transition.

Farming in America is being forced to change. Conventional "wisdom" is being questioned. Substitution of capital for labor may no longer be the answer to increased productivity. An increasing number of producers realize that management is more critical than capital or labor. Higher production does not hold the key to either short-run profits or long-run financial survival. Many American farmers are searching for financially viable alternatives and ways to become increasingly competitive.

Environmental Protection- During the 1980's there was a surge in interest in conservation issues. Environmentalists point to the non-renewable nature of endangered plant and animal species. The maintenance of water quality has been identified as a major national priority. Human and animal waste disposal has become an issue in virtually every state. Agriculture has become a target of these concerns, bringing with it the fact or the proposal for increased local, state and federal regulation.

Food Safety- Food safety is most commonly threatened by naturally-occurring mycotoxins or microbial contamination. At the same time, there is public concern over the possible contamination of foods with agricultural chemicals and biologicals. A debate continues to rage over the benefits, versus the risks, of the use of synthetic agricultural chemicals and bio-technological approaches. Some consumer advocates state that there is evidence that massive environmental degradation is occurring which clearly indicates excessive use of chemical agents. Further, the ethics and safety of advances in bio-technology are being questioned. On the other hand, many farmers and commodity groups emphasize that U.S. consumers have the most abundant, healthful, and safe food supply in the world and that people are leading longer and more healthful lives as a result of modern agriculture. Extension is key to providing the science and clientele education necessary to reconcile these sometimes opposing viewpoints.

Economic and Social Viability- Family farm numbers, farm population and rural community viability are projected to continue to decline. The viability of large well-managed commercial farms does not seem to be in doubt. However, small and medium sized farms are threatened by problems such as the lack of a strong financial or managerial base, farm size too small to take advantage of cost saving equipment or methods, and has insufficient labor and management supply to meet demands. Displacement, or lowering of the standard of living, of a large portion of the small farmers creates problems for them, their families, and rural communities, while weakening the over-all agricultural production system. Negative effects on the economic well-being of the farm family impacts the social viability of the community and ultimately the state and nation.

The forces which have come to bear on the nation's agriculture are evident in Alabama as well. Alabama's population is approximately 4,000,000 people and is increasing at a rate only slightly below that of the national average. Growth is uneven, with some rural counties experiencing limited or even zero growth rates. Such population shifts reduce local government revenues and create social problems in many rural Alabama counties. Furthermore, it is increasingly difficult for the agriculture sector's voice to be heard in legislative bodies. As the rural population continues to decline, an increasing number of regulations are made by people who are not well informed about agriculture. Information provided by non-agricultural groups to the general public is sometimes erroneous or biased against agriculture.

In the past decade, Alabama's farm population has declined from 58,000 to 45,000, a reflection of the increased economic pressures on agriculture in recent years. Following the national trend, Alabama farmers are forced to rely on off-farm employment to supplement or to compose the majority of their family income. Average net farm income during the past decade has consistently been less than average net off-farm income.

In Alabama there are approximately 29,696,000 total acres of non-federal rural land, of which around 4,500,000 are tillable. In 1996, there were 9.8 million acres of land in farms. At present, only about 1,600,000 acres are actually being tilled and planted in field crops; approximately 4,500,000 acres are devoted to pasture and hay production. Most of the rest of Alabama's rural land is in woodland. According to the 1992 Census of Agriculture the average age of Alabama farmer's is 54.8 years.

Within the state there are approximately 650,000 acres in mainstream reservoirs, lakes, ponds, and streams. Eight percent of all the fresh water in the 48 contiguous states within the U.S. originates in, or flows through, Alabama.

Despite the fact that 11.2% of Alabama's most erodible arable land is presently in the federal Conservation Reserve Program, erosion is still a serious problem. Alabama has the sixth highest rate of soil erosion from cropland in the U.S., with an average loss of 7.1 tons per acre per year. This problem results in reduced productivity of Alabama's farmland and threatens its water resources. Recent proposed cuts in the CRP program in Alabama may increase this problem.

Agricultural inputs in Alabama was typically high. At one time it was estimated that 75 to 80% of the field crops grown in Alabama received at least one pesticide application. However, Integrated Pest Management practices have reduced overall pesticide usage (number of applications and/or quantities applied) in recent years. The major Alabama cash crops, cotton and peanuts, have been heavy input users. However, significant progress has been made in reducing input use in recent years through the boll weevil eradication program, IPM, and the adoption of bio-engineered crops by farmers. ACES has been at

the forefront in the science and education of producers in the use of these practices and technology.

Each year, Alabama Farmers purchase and apply some 115,000 tons of nitrogen, 60,000 tons of phosphate, and 73,000 tons of potash in the form of commercial fertilizer, not counting other fertilizers which provide secondary or minor elements. Studies are underway to determine the extent to which livestock manure's can be used to safely provide some of these nutrients. Included in Alabama's manure resource is an estimated 1.5 million tons of poultry litter. However, environmentally safe disposal is often a problem. Both surface and ground water are being adversely impacted by these materials in some areas of Alabama. In addition, many livestock producers rely heavily on purchased feeds and/or have other excessive costs.

Agriculture's viability is tied to rural community viability, the natural resource base, and other initiatives of Cooperative Extension. Agriculture is a system. Social instability such as crime, collapse of the rural community social or economic support system, will negatively impact both the society and economics of farming. Integration with the other initiatives of Extension is therefore necessary to success in its programming efforts.

1. GOAL - Production agriculture production systems that are highly competitive in the national and global economy. Extension education programs will be provided for producers of all major commodities such as livestock and poultry, crops, ornamentals, catfish, fruit and vegetables as well as niche opportunities such as Christmas trees, ratites, small ruminants, shittake mushrooms, honey bees, herbs, vocation farms, and others that emerge. Delivery techniques will be tailored to a wide range of operations from industrialized agrifirms, large commercial farms, second income farms, small scale and/or life style farms.

A. Objective - Profitable, sustainable animal production systems.

a. Performance Goal: To increase awareness, understanding, an information available to and used by producers on topics related to profitable and sustainable animal production systems.

B. Objective - Profitable, sustainable crop production systems.

a. Performance Goal: To increase awareness, understanding, and information available to and used by producers on topics related to profitable and sustainable crop production systems.

C. Objective - Profitable, sustainable aqua- and mari- culture production systems.

a. Performance Goal: To increase awareness, understanding and information available to and used by producers on topics related to profitability and sustainable aqua- and mari- culture production systems.

D. Objective - Profitable, sustainable horticultural production systems.

a. Performance Goal: To increase awareness, understanding, and information available to and used by producers on topics related to profitable and sustainable horticultural production systems.

E. Objective - Development of new and/or niche agricultural enterprises.

a. Performance Goal: To increase awareness, understanding, and information available to and used by producers on topics related to new and/or niche agricultural enterprises.

2. GOAL - Agricultural Resource Management - Wise, environmentally sound management and use of the wide array of non-human resources available to agriculture is the goal. Included will be water, land, soil, crop residues, animal wastes, fertilizers, pesticides, and other resources associated with agricultural production. Educational programs will include the resource conservation programs available through USDA and the state government. The development of human leadership skills necessary to maintain agricultural and forestry viability into the 21st century will be through the Agricultural and Forestry LEADERS program and other educational programs that develop human potential in the rural and agricultural area.

A. Objective - Improve management and use of animal waste in agricultural production systems in environmentally sound ways.

a. Performance Goal: To increase awareness, understanding, and information available to and used by producers on topics related to improved management and use of animal wastes in agricultural production systems in environmentally sound ways.

B. Objective - Prudent, safe and environmentally sound, pest management practices.

a. Performance Goal: To increase awareness, understanding, and information available to and used by producers on topics related to prudent, safe and environmentally sound pest management practices.

C. Objective - Environmentally wise use of crop and land based resources.

a. Performance Goal: To increase awareness, understanding and information available to and used by producers on topics related to environmentally wise use of crop and landbased resources.

D. Objective - Develop human leadership skills that enhance viability of the agricultural community.

a. Performance Goal: To increase awareness, understanding, and information available and used on topics related to developing human leadership skills that enhance viability of the agricultural community.

3. GOAL - Managing Change in Agriculture - This goal is for people in the agricultural sector to have successful, sustainable, and profitable businesses contributing to the well being of rural families and businesses. Focus will be on survival and growth strategies along with risk analyses and management through farm business analyses techniques; use of high level of technology such as precision agriculture utilizing satellites and other emerging approaches, transitioning producers to a market driven economy in the absence of government support programs for commodity production and other change driven adaptations.

A. Objective - Improve business decision-making skills of managers that produce viable/thriving farms into the 21st century.

a. Performance Goal: To increase awareness, understanding, and information available and used on topics related to improving the business decision making skills of managers that produce viable/thriving farms into the 21st Century.

B. Objective - Increase use of contemporary, spatial and emerging technology in production/management schemes.

a. Performance Goal: To increase awareness, understanding, and information available and used on topics related to the increased use of contemporary, spatial and emerging technology in production and management schemes.

C. Objective - Equip farm managers to operate in a market driven economy while adjusting to the changing government support programs.

a. Performance Goal: To increase awareness, understanding, and information available to and used by managers on topics related to equip farm managers to operate in a market driven economy while adjusting to changing government support programs.

4. GOAL - Public Policy and Agriculture - Citizens, leaders, and selected officials as well as the agricultural community have a strong stake in agriculture and the

context in which it operates. All are interested in a safe, secure food and fiber system; understanding and minimizing the tension associated with the agricultural/urban interface; the well being of agricultural production and processing workers, and other public concerns that require greater understanding of the complex issues that require citizen interaction to resolve, even in the absence of "one right solution."

A. Objective - Enhance the inter-relationships of citizens, leaders, elected officials and the agricultural community.

a. Performance Goal: To increase awareness, understanding, and information available and used on topics related to enhancing the inter-relationships of citizens, leaders, elected officials and the agricultural community.

5. GOAL - Agri-Industry - Maintaining and enhancing a strong viable agriculture infrastructure to support and further develop the agricultural potential for Alabama is necessary. Focus areas will range from the traditional farm supply industry to agricultural product processing to value added activities to industrial agriculture organizations.

A. Objective - Develop businesses and/or industry opportunities in production, processing, transporting, marketing and supplying agriculturally related products.

a. Performance Goal: To increase awareness, understanding, and information available and used on topics related to developing businesses, and/or industry opportunities in production, processing, transporting, marketing, and supplying agriculturally related products.

6. GOAL - Urban Agriculture - The use of research based and environmentally sound practices rooted in agriculture is important to urban family and individual well being. Included are: 1) home horticulture; 2) home and public pest management; 3) agricultural awareness and other agriculturally related issues that will evolve from the Extension's urban initiative.

A. Objective - Home landscapers and gardeners that aesthetically and financially reward families and individuals.

1. Performance Goal: To increase awareness, understanding, and information available and used on topics related to home landscaping and gardening practices that aesthetically and financially reward families and individuals.

B. Objective - Safe and effective pest management practices to be used by homeowners and businesses.

a. Performance Goal: To increase awareness, understanding, and information available and used on topics related to safe and effective pest management practices by homeowners and businesses.

C. Objective - Increased agricultural awareness of individuals and families in urban communities.

a. Performance Goal: To increase awareness and understanding, on topics related to inter-relationships between agriculture and urban citizens.

7. GOAL - Youth in Agriculture - The goal is to maintain knowledge of and interest in agriculture in each succeeding generation with the ultimate goal of maintaining a viable agricultural economy in the state and a citizenry knowledgeable and supportive of agriculture. Included will be agriculture related curricula and activities in the 4-H Youth Program, Ag in the Classroom curricula and activities and others aimed at educating K-12 students about agriculture.

A. Objective - Enhanced opportunities for 4-H and other youth groups and individuals to participate in agriculturally related curricula and educational activities.

a. Performance Goal: To increase awareness, understanding, and information available and used on topics related to enhanced opportunities for 4-H and other youth groups and individuals to participate in agriculturally related curricula and educational activities.

B. Objective - Increase the agriculturally related knowledge and understanding of K-12 students through curricula materials for school experience enrichment.

a. Performance Goal: To increase awareness, understanding, and information available and used on topics related to agriculture by K-12 students.

******FORESTRY AND NATURAL RESOURCES**

Goal 1 - To sustain productive forest, wood products, and wildlife enterprises and industries that are highly competitive in the global economy.

Programs included: Landowner education; woodland and forestry management; forest economics, market development, etc. forest and wood product value added; logging and forestry operations, wood product industry development, expansion, and management; reforestation and regeneration; best management practices; sustainable forest production; forest pest management; spatial technologies for natural resource management; wildlife management for private income and public benefit and enjoyment; integrated resource management; and recreational and sport fishing.

Objective: To increase the productivity, profitability, and sustainability of Alabama's private forest lands. (landowner education).

Performance Goal 1 - To increase awareness, understanding, and information available to and used by private landowners on topics related to productive, profitable, and sustainable forest and woodland production.

Performance Goal 2 - To increase knowledge and understanding of state and local economic developers and governmental officials of the importance of and how to recruit and start natural resources based industries to Alabama and to assist in the maintenance and expansion of existing natural resource based industries and firms.

Performance Goal 3 - To increase efficiency and competitiveness of wood product and natural resource based industries and firms in Alabama by providing information and education that will increase the business and technical knowledge of managers of wood product industries and firms in Alabama.

Performance Goal 4 - To increase the efficiency, competitiveness and sustainability of timber harvesting and logging operations in Alabama.

Performance Goal 5 - To increase and improve the management of Alabama's wildlife and sport fishing resources for private income and pleasure and public benefit and enjoyment.

Goal 2 - The development and use of Alabama's forestry and natural resources consistent with sound environmental principles and ethics.

Programs included: Economically and ecologically sensible approaches to land use planning and management; conflict management and resolution; public awareness of natural resource value; public policy issues of resource management; competing interests in and alternative uses of natural resources;

natural resource pest management; urban forestry and natural resource management; and non-indigenous species introduction and management.

Objective: To create great harmony between forestry and natural resources development and use and the environment.

Performance Goal 1 - To increase the awareness, understanding, and information available and used by landowners on topics related to economically and ecologically sensible approaches to land use planning and management.

Performance Goal 2 - To increase the awareness, understanding, and information available and used by individuals, groups, and governmental officials with different perspectives and positions on land use and natural resource development issues of conflict and dispute resolution techniques.

Performance Goal 3 - To increase awareness among the general public of the value of Alabama's natural resource base.

Performance Goal 4 - To increase the awareness, understanding, and information available and used by landowners and public policy makers of economically and ecologically sensible approaches to land use planning and management.

Performance Goal 5 - To increase the awareness of and practice of wise use and management of natural resources in and adjacent to urban areas.

Goal 3 - To increase the understanding and appreciation of man's relationship to the environment.

Programs included: Wetland and other ecologic and economic important/critical/fragile natural resources; understanding financial value of natural resources; impact analysis; public access and use of natural resources through recreation and tourism; environmental education programs for youth and adults; environmental stewardship and ethics; using geo-spatial information for learning about natural resources; human interaction with natural resources and ecosystems; and indoor environment and quality.

Objective: Increase the understanding and appreciation of youth, adults, and public policy makers of wetlands and other ecologic and economic important critical and fragile natural resources.

Performance Goal 1 - To increase the understanding and appreciation of and information available to and used by youth, adults, and public policy makers on wetlands and other ecologic and economic important critical and fragile natural resources.

Performance Goal 2 - To increase the understanding and appreciation and environmental educational programs available to the public, both youth and adult, to help them understand the relationship between many and the environment.

Objective: Increase the public understanding of natural resources through the use of geo-spatial technology and information.

Performance Goal 1 - Increase public understanding of and materials and geo-spatial information available to school teachers, youths, governmental officials and the general public that they can use in understanding natural resources and the environment.

Objective: Increase economic development and public enjoyment of natural resources through recreation and tourism.

Performance Goal 1 - To increase information available to local government to enhance their efforts to create jobs and income through natural resource based tourism.

Performance Goal 2 - To increase information and educational programs available to owners and managers of forests and natural resource areas to enhance their efforts to create additional income through management and marketing of these resources for tourism.

Objective: Reduce health risks through improvement of indoor air quality and the reduction of radon exposures.

Performance Goal 1 - To increase information available to home owners, home builders, realtors, building code officials on how to access and improve indoor air quality in residential structures.

Objective: Reduce health risks and environmental impacts of pesticide use in urban areas and at the rural-urban interface.

Performance Goal 1 - Increase public understanding of and materials available to home owners, golf course operators, ornamental nurseries, and policy makers in urban areas and the rural urban interface regarding the proper use of pesticides to minimize impacts on health and environmental quality.

Goal 4 - Individuals and communities capable of making informed individual and collective policy decisions about natural resource and environment and quality.

Programs included: Land use planning; growth management; public policy issues of resource management; threatened and endangered species effects and impacts; citizen understanding and responsibility for public policy and environmental justice issues; using geo-spatial technologies for natural resource management and pollution protection; risk analysis and management; pesticide

use at the urban/rural interface; solid, hazard, and animal waste management; enhancing the viability of timber and natural resource dependent communities; rural and natural resource leadership development programs.

Objective: Increase understanding of policy makers, citizens and landowners of land use planning and growth management policies and techniques and the advantages and disadvantages of each.

Performance Goal 1 - To increase understanding of, and information available to policy makers, citizens and landowners on policy options and implementation tools to manage growth and the advantages and disadvantages of each.

Objective: Increase understanding by policy makers and the general public of the effects and impacts of environmental policy and regulatory decisions.

Performance Goal 1 - To increase understanding of the general public and policy makers and information available on the costs and benefits of policy and regulatory decisions.

Objective: Increase the use of geo-spatial technologies for natural resource management and use.

Performance Goal 1 - To increase awareness, understanding, and information available to and used by natural resource managers, regulators, and public officials on using geo-spatial technology and information for managing and using natural resources.

Objective: Increase the understanding of public officials and the general public of risk analysis and management.

Performance Goal 1 - To increase the education programs and information to increase the understanding of public officials and general public of risk analysis and management.

Objective: Increase the viability of timber and natural resources dependent communities.

Performance Goal 1 - Conduct education and technical assistance programs for economic development leaders, public officials, business firms, and natural resource managers in timber dependent communities.

Objective: Increase the understanding of, and the use by, policy makers, farmers, governmental officials, and the general public of economically sound and technically feasible approaches to solid, hazardous, and animal waste management policies.

Performance Goal 1 - To provide relevant, up to date, research based information to policy makers, farmers, governmental officials, and the general public upon which they can make sound animal, solid, and hazardous waste management decisions.

Objective: Increase citizen understanding and responsibility for environmental justice issues.

Performance Goal 1 - Conduct education programs to create citizen understand of and community policies and actions to deal with issues of environmental justice.

Objective: Develop a leadership base within natural resource based industries capable of understanding how public policy is made and effectively participating in the process.

Performance Goal 1 - Increase involvement of the natural resource community in the Alabama Agriculture and Forestry Leadership program and other leadership and public policy education programs.

Goal 5 - To insure a safe and adequate water supply for homes, farms, and industry.

Programs include: Pollution prevention programs through BMPs; water quality education; soil quality and conservation education and technical assistance; wellhead protection; non-point source pollution; safe handling of pesticides for farms and homes; animal waste management; human waste management (sewage and solid waste); urban impacts on water supply and quality; water quality monitoring and testing.

Objective: Increase awareness and use of pollution prevention programs on agriculture and forestry operations.

Performance Goal 1 - To increase awareness, understanding, and information available to and used in the agriculture and forestry operations related to reducing and preventing environmental impacts.

Objective: Increased awareness and understanding of the general public, both youth and adults, of the importance of a safe water supply for home, agriculture, and industrial uses.

Performance Goal 1 - To increase awareness, understanding and relevant, up to date, research based information to youth and adults on the importance of a safe water supply for home, agriculture, and industrial uses.

Objective: Increased understanding of the impacts of urban activities, to include pesticide use in urban areas and lack of sediment control, on rural and urban water quality.

Performance Goal 1 - To increase awareness, understanding, and information available to the general public, city planners and code officials, home owners, and policy makers on the relationship between urban and rural environmental quality.

******III. FAMILY & INDIVIDUAL WELL-BEING (F&IWB)**

1. GOAL - Provide a safe, affordable, reliable, and nutritious food supply.

Narrative

All Alabama residents run the risk of contacting a food borne illness. In 1992 and 1993 there were no deaths related to food borne illness. There was an outbreak of salmonellosis in an Alabama nursing home in 1991 which resulted in five deaths. In that same year (1991) there was another death related to food borne illness from another source. This was by far the worse year in the 90's related to deaths from food borne illness.

In 1994, a four year old child died from E.coli 0157:H7 and another child died of a rare type of salmonella. Because these were children it was another dark year in the state of Alabama. There were no deaths in 1995 or 1996 related to food borne illness.

It is estimated that 50 to 75% of food borne illness comes from food prepared in food service establishments. There are over 100,000 food service establishments that will benefit from food safety training.

A. Objective - Improve access to an affordable food supply.

a. Performance Goal: Increase the number of consumer education sessions on public issues by 5%.

B. Objective - Improve food safety by controlling or eliminating food borne risks.

a. Performance Goal: Reduce the incidence of food-borne illness by 5%.

C. Objective - Improve food safety by using USDA approved methods for preserving food.

a. Performance Goal: Reduce incidence of inappropriate methods of food preservation by 10%.

2. GOAL - Healthy, well nourished children, youth and families.

Narrative

National health objectives which specifically related to improving nutrition and health are goals for the 21st Century. While some objectives are population-specific, many apply broadly to the general public in Alabama. Most notably, five of the ten leading causes of death are associated with diet--coronary heart disease, some types of cancer, stroke diabetes melitis and atherosclerosis. Obesity, a risk factor for all leading cause of deaths, affects 30% of middle-age

women, 15% middle-age men, and 25% of adolescents with the highest rates observed among the poor and minority groups.

A disproportionate burden of diet-related diseases is borne by 26.4% of the minority population in Alabama. Black Alabamians have higher rates of high blood pressure, strokes, diabetes, and other diseases associated with obesity than the general population. Most of these diseases also occur more frequently with advancing age.

Alabama historically has had one of the highest infant mortality rates in the nation. However, Alabama's infant mortality rate for 1995 was the lowest ever recorded for the state. The 1995 infant mortality rate for the state was 9.8 infant deaths per 1,000 live births. The 1995 infant mortality rates for White Alabamians and Black Alabamians are 7.1 and 15.0, respectively. Alabama's health objective is to reduce the infant mortality rate to 8 deaths per thousand live births by the year 2000.

Alabama has the 5th worst poverty rate in the nation (1991). Over 19% of all Alabama households are below the poverty line. One-third of Black Americans live in poverty, a rate three times that of the white population. One in three Alabama children (350,000) live in poverty. This is the 2nd highest rate in America. As of 1994, over 13% of Alabamians are over 65 years of age, 24% are below the poverty level.

Many older persons suffer from chronic disease and take multiple medications that may adversely interact with nutrients. These problems will become more pronounced as the "graying" continues. In 1986, 1 in 8 Alabamians was at least 65 years of age; by 2010, 1 in 7 Alabamians; and by 2030, 1 in 5 persons. Between 1985 and 2030, the black older population will grow by 265% compared to 97% for the older white population. Among the older population, the 85+ group is the fastest growing segment with an increase from about 1% to more than 5% of the total U.S. population by 2050. Health care costs are escalating. Quality home health care will become essential as well as continuation of health screening.

The changes in Alabamian families impact on nutrition and health issues. There are a increased number of mothers of young children in the labor force, single parent households, families with children among the homeless, and high school drop-outs.

In 1996 weekly family grocery expenditures remained at the all-time high of \$82. Per person expenses averaged \$32, increasing slightly less than the rate of inflation. Shoppers continue to be less than fully satisfied with the healthfulness of their diet. Almost three-quarters (74%) believe their diet could be at least somewhat healthier (1996).

A. Objective - Optimize health by improving the nutritional quality of diets/foods and by improving food choices.

a. Performance Goal: 50% of program participants will increase the quality of diets consumed.

B. Objective - Improve health status of infants, youth and adults.

a. Performance Goal: 50% of clients reached to increase knowledge of solutions to nutrition-related health problems.

b. Performance Goal: 30% increase in current county health councils/coalitions.

C. Objective - Increase the effectiveness of Alabama's Expanded Food and Nutrition Program (EFNEP)

a. Performance Goal: Increase the graduation rate of low income EFNEP participants to 50% of enrollees.

3. GOAL - Enhance economic opportunity and quality of life for citizens and communities.

Narrative

As a nation, we enter the 21st century with the highest national debt level in history, a staggering consumer debt load, and runaway health care costs—three major problems affecting all Americans. Also of great concern are low per capita incomes, overextended credit, limited savings and financial plans for retirement, limited life skills, inadequate job skills, high unemployment and underemployment, and public policy issues for urban and rural families including minorities, individuals, youth, elderly, farmers and displaced farmers.

In 1995, Alabama's per capita income was \$19,181 or 82.6% of the national average. Alabama ranked 38th among the fifty states in per capita income. The median income for Alabama households was \$25,991 compared to \$34,076 for the U.S. 18.3% of Alabama's population and 14.3% of families live below the poverty level. Twenty-four percent of children under age 18 and 24% of persons over age 65 live in poverty. Groups living in poverty include 46.85% white, 51.8% black, and 1.4% of other races.

Americans today are setting financial records. Savings as a percent of disposable income are at a record low of 4%. The percentage of disposable income allocated to pay mortgage and consumer debt has reached a record high. Personal bankruptcy filings have also hit a new record with approximately one million cases filed in 1992. Almost 27,000 of those cases were filed in Alabama, with our state ranking third in the nation for number of bankruptcies

filed per household. These are not the kinds of records of which we can be proud.

Recent studies indicate a growing need for families to become more sophisticated in their financial decision making skills. The management of personal finance has become very complex with intricate tax laws, fluctuating interest rates, increase in the use of electronic technology by the financial industry, and a proliferation of insurance products. With a proliferation of and technology in the marketplace and in the home limited resource families, individuals, homemakers and youth lack consumer education and life-long skills such as decision making, financial management, time management and care and maintenance of textile items, equipment, and other resources.

Employment: Alabama's economy will provide an estimated 400,000 new jobs by 2005. Service occupations will enjoy an annual growth rate of 2%, the white-collar sector 1.8%, the blue collar sector 0.9%.

Alabamians face a labor market that is competitive and demanding. Overall, labor force growth will slow to an annual rate of 1.4% in the state between 1990 and 2005. The fastest growing occupations will require a bachelors degree or special training. Due to economic restructuring and changes in technology, workers will need more education to find employment. Jobs requiring low levels of education and skills will be scarce. Nationally, the workforce lacks the analytical and computer skills employers will demand in the 21st century.

The largest increases in workers entering the workforce will be women, older women (45-54 years of age), and minorities. Women will comprise 60% of the workers. Sixty-three percent of the U.S. labor force will be 35 years of age or older by the year 2005. One third of the new entrants into the workforce will be Non-White Hispanics (65%), Hispanics (15%), African American (12%), and Asian (8%). As a result of economic transition, skills gaps and demographic trends, rural and urban adults and youth need education and training in basic skills, job skills, life skills, critical thinking, problem-solving, team working, and cultural diversity. Also, due to Welfare Reform, nearly 46,000 persons will need to pursue employment in Alabama, many for the first time. Individuals making the transition from welfare to work and Alabama families in general need better skills to balance changing realities of employment and family life.

Small Business: Small businesses, including homebased businesses, represent an important source of jobs in Alabama. Of the 202,349 full-time small businesses in the state in 1995, 75,349 employed workers. Another 127,000 provided self-employment for individuals. Small businesses with less than 20 employees reported employment growth of 12% between 1991 and 1995. Small business accounts for significant levels of income and trade. Income from sole proprietorships and partnerships increased 8% to \$5 billion while wage and

salary income rose 6% and personal income grew 5%. As much as \$4.76 billion in goods and services were exported by small businesses in 1995.

Public Issues: Due to increasing complexity of issues facing families and communities across the state, Extension public issues educational programs are more important than ever if Alabama citizens are to make informed decisions or have an impact on the public decision making process. Extension's "public issues education" programs help people understand and use the "public issues education" process to address problems that impact the common good of a community such as the environment, education, health care, etc. Demographic shifts make for a diverse population. The Black population grew twice as fast (12.7%) in the 80s as did the white population and the Hispanic population grew over five times (34%) the rate of the white population. Continuing changes and stresses in families and the changing demographic profiles of the state, present programming challenges and concerns for extension as well as issues for public policy.

Aging: By the year 2000 those 55 and older will reach one million in Alabama, according to projections. By the year 2025 the 65 + age group will comprise 1/5 of the state's total population. Those older than 85 will grow from 58,000 in 1995 to 104,000 in 2025.

Increased life expectancy is resulting in record numbers of people age 65 years and older. One out of every six Alabamians is aged 60 or older. Of that number, 24% live below the poverty level. Women constitute 71% of the elderly poor.

Today's elders have fewer children, and most of the traditional caregivers (women) are now employed outside the home. Middle-aged parents face a three-pronged problem: raising their own children, caring for and supporting elderly parents, and attending to their own needs while planning for their retirement.

Living longer does not necessarily mean living better. The issues concerning older Alabamians today include outliving retirement benefits, threats to social security, asset transfer and estate management, elder care cost, affordable health insurance, and the growing number of children and adults with no health insurance. It is estimated that perhaps 37 million Americans have no health insurance. For those who have money, the high cost of health care can wipe out a lifetime of savings in fewer than five years.

All families should prepare to experience the best quality lifestyle possible. The Extension System is prepared to educate individuals to create and maintain improvements to their quality of life. With education, families and individuals will be better able to make decisions and access diverse community resources. The Extension System, with its ability to give creative and effective leadership to citizens in rural and urban areas, will serve as the educational arm for this endeavor.

Across the United States, families and communities are facing a variety of social and economic changes which challenge their abilities to meet children's basic needs. According to 1990 Census figures, 250,485 (24%) of Alabama's children under the age of 18 live in poverty. Of this number, about 25,000 or 10% live in extreme poverty (below 50% of the poverty level.) Among children under age six, 87,462 (26%) live in poverty. For many reasons, the families in which these children live do not have sufficient personal resources to escape poverty. They often lack educational credentials (34% of Alabama adults over the age of 25 have not finished high school) and the skills or opportunities to secure employment or effectively seek out support, benefits, and services.

The divorce rate is 6.6% in Alabama. Almost 2/3 of the married couples with children have two incomes just "to make ends meet." In most of these couples, both husband and wife work full time. In 1992, 9.2% of a median family income was spent on full-time licensed day care for one child households.

Because of these and other circumstances, many parents are poorly prepared for the demands of parenting. Parents are often unaware of how their interactions with their children when they are young can affect children's physical, social, emotional, and cognitive development. Most major problems confronting individuals in their parenting roles with children of all ages are related to insufficient knowledge about parenting, lack of understanding of the growth and developmental needs of children, inappropriate guidance and discipline practices, and limited awareness of the need for parents to develop strategies to deal with their own stress, anger, and frustration. The lack of this information challenges the abilities of parents to effectively fulfill their roles as providers, nurturers, and teachers of their children.

In addition to the need to provide adults with the information and support that will enable them to meet the demands of their parenting roles, there is a growing need for similar information to be communicated to child care providers. Increasingly, young children are being cared for outside the home. In 1991, 50% of 3-year-olds, 38% of 2-year-olds, and 23% of babies younger than 1 years of age in the U.S. were being cared for outside their home in child care centers and day care homes. A number of well-documented social and economic factors have contributed to (1) the steady rise in the number of children who must be cared for by someone outside their immediate family and (2) the fact that children are being put into child care situations at younger and younger ages. As welfare-to-work programs are instituted, there will be a further increase in the need for children to be cared for by someone other than their parents.

Especially in rural areas, there is a widespread shortage of child care and a lower likelihood that the child care situations which do exist are educationally-oriented programs. Numerous studies have shown that child care quality has a significant impact on children's health, incidence of behavior problems, and social and

academic skills. In fact, high quality early childhood environments for children from families in limited resource circumstances can actually prevent mental retardation, school retention, and placement in remedial education. Quality child care is important for all young children; however, it is critical for children living in poverty and children whose parents lack formal education and the ability to help them develop school-related skills. Many counties in Alabama are characterized by low educational achievement and high poverty levels. Thus, there is a critical need to increase the pool of local expertise on the link between parenting/care giving and the development of children, especially in the early years. Programming and training efforts will be required to address these needs.

A. Objective - Increase the incidence of financially secure families and economically, viable communities.

- a. Performance Goal: Decrease the number of families that live below the poverty level in Alabama by 5%.
- b. Performance Goal: Increase the number of persons who adopt recommended financial management practices by 5%.
- c. Performance Goal: Increase in the number of persons who adopt recommended workforce preparation practices by 5%.
- d. Performance Goal: Increase in the number of persons adopting recommended business practices by 5%.

1.Objective - Empower individuals, families, youth and communities to improve their quality of life.

- a. Performance Goal: Increase the number of persons involved in public issues education in Alabama by 5%.
- b. Performance Goal: Increase the number of persons adopting recommended public issues practices by 5%.

1.Performance Goal: Decrease the number of persons who reportedly experience discrimination by 5%.

- d. Performance Goal: Increase percentage of students graduating from public school.
- e. Performance Goal: Decrease the reported rate of child abuse and neglect.
- f. Performance Goal: Decrease the number of juvenile violent crime court referrals.

g. Performance Goal: Increase the number of children prepared to succeed in 1st grade in public school.

h. Performance Goal: Increased knowledge of developmental needs of children ages 0-3 that support healthy child development and will prepare children to succeed in school.

i. Performance Goal: Increase knowledge and skills of child care providers.

j. Performance Goal: Increase communication and cooperation between parents and child care providers.

k. Performance Goal: Educational programs that enhance leadership skills.

C. Objective - Improve the quality of life for older Alabamians.

a. Performance Goal: Provide educational programs aimed at reducing the incidence of poverty and preventable disease by 5%.

b. Performance Goal: Reduce the number of reported elderly persons living in poverty in Alabama by 5%.

c. Performance Goal: Increase the number of persons adopting recommended elder care practices by 5%.

4. GOAL - "Welfare to Work"- Strengthen the capacity of limited resource families who are on temporary assistance to establish and maintain meaningful employment which will enhance financial stability, economic well-being and overall improvement of the quality of life of children, youth, and families.

Narrative

Since its beginnings, Cooperative Extension (CES) has worked with audiences whose resources are limited. Educational programs, based on research and evaluated program outcomes, are designed to improve quality of life and promote individual economic independence. Educational programs are designed to improve the long term outcomes for families who receive or are eligible to receive public assistance. CES educational programs are multi-generational and program across the life cycle. Educational programs are culturally sensitive and reach a full diversity of audiences. These will build on Extension's broad experience in curriculum development, and in training paraprofessionals and volunteers for direct program delivery. There are a number of comprehensive CES programs which help meet the needs of AFDC recipients. Examples include but are not limited to:

Parenting education. Appropriate parenting practices have a long term positive impact on children's well being. Effective parenting education can help prevent the development of aggressive behavior which may lead to juvenile delinquency, thus improving the likelihood of improved outcomes for the next generation.

Child care selection and decision making. Resources to help families make good decisions about high quality child care providers are important to the well being of children.

Youth development. Comprehensive welfare reform involves a multi-generational approach which includes selected programs targeted to improve the outcomes for young people.

Nutrition education. Nutrition education is important to the overall health and well being of children, youth and families and is required by many welfare reform proposals. Extension is experienced with the Expanded Food and Nutrition Education Program (EFNEP) and the Family Nutrition Program.

Financial management. Family financial management is key to moving beyond the welfare system. Outreach programming will encourage persons making the transition from welfare to work to utilize the Earned Income Credit, to manage incomes and expenses, to understand credit resource opportunities and potential problems, to plan for financial goals and retirement, to utilize application of financial transactional technologies, and to manage major investment purchases for transportation and housing. Housing education programs should be targeted to landlord/tenant issues, home maintenance, and first time home buying to help families make informed decisions.

Community development. Communities provide the educational programs, the recreation services, the service delivery, and the social support systems which can help families thrive. Extension is uniquely positioned to take a lead role with community coalition building, comprehensive community planning and needs assessment, and development of adequate community support systems.

Protracted poverty conditions of families and expectations of persistent poverty for youth, contributes to the high probability of a diminished quality of life for communities, families and youth. Sustained poverty living has many negative impacts on infants, adolescents and youth which increase the likelihood that a generation born into poverty will remain in poverty. Children are dying from violence, drug and alcohol use, abuse, unsafe sex, and from poor nutrition. Our culture and their life chances are at risk due to school failure, under-achievement and dropout, crime, teenage pregnancy and parenting, lack of job preparedness, inadequate and or unaffordable health maintenance such as a lack of immunizations and insufficient prenatal care, and by the feelings of despair and hopelessness that are the everyday life view of children whose parents have lived in poverty and who see themselves as having little opportunity to do better.

The long term affects of poverty for children and adolescents are devastating. Expected negative impacts are increased infant mortality, gross malnutrition, recurrent and untreated health problems, and child abuse in the early years. Further, education disability, low achievement, delinquency, early pregnancy, alcohol and drug abuse, and failure to become economically self-sufficient may also result. By the end of the 1980's approximately 20% of America's children and adolescents were poor. Of the 12 million American children under the age of three years, 25% live in poor families. In addition, whereas the number of children under age six years decreased by 10% between 1971 and 1991, the number of poor children in this age group increased by 60%.

Poverty is associated with early school failure, with unemployability, with long-term welfare dependency, with violent crime, and with feelings of hopelessness and despair. Poor children live at high risk for low self-confidence, conduct problems, depression, and peer conflicts. In addition, poor children are at risk of encountering severe health problems, e.g., infant mortality, lack of immunization against common childhood diseases, and physical abuse, neglect, and unintended injury.

The rates of poverty in rural areas of the United States are as high as those in the inner cities. The poverty rates were higher in 1989 in rural areas than metropolitan areas for every race classification. The higher rural poverty rate exists despite the fact that the rural poor tend to be comprised of two-parent families (slightly more than half) where at least one of the parents work (67%), as compared to metropolitan poor families (25% two parent families; 56% with at least one parent employed). Poor families in rural areas receive fewer welfare benefits and are less likely to live in states that provide Aid to Families with Dependent Children (AFDC).

During the 1980's there was a 13% increase in the number of children living in single-parent families. The poverty rates in single parent households were, by the beginning of the 1990's, 29.8% for European American families, 50.6% for African American families, and 53% for Latino families. Since the income of female-headed, single-parent households is often three or more times lower than two parent households, and is also lower than single parents, male-headed households, the fact that increasing number of children live in these family structures means that the financial resources to support parenting are less likely to be available.

One million adolescents a year become pregnant; about half have babies. Indeed, about every minute, an American adolescent has a baby. By age 18 years, 25% of American females have been pregnant at least once. About 10,000 babies are born each year to unwed mothers less than 15 years of age. Typically, babies of adolescent males are being born into and living in single-parent, female head-of-household families. There is a very high probability that

such households will be poor ones, and thus the children in such settings are likely to experience the negative effects of living in poverty.

African American unwed females, age 15 to 19 years, have a birth rate of about 118 per 1,000; the corresponding rates for White, non-Hispanic and Hispanic unwed mothers in this age range are about 43 per 1,000 and 107 per 1,000, respectively.

Preventing subsequent pregnancies on the part of current welfare recipients, as well as unintended pregnancies among low-income adults and teenagers who are not currently receiving welfare, is essential. Cases involving births to women out of wedlock accounted for 80 percent of the 1.1 million growth in the national welfare rolls over the past decade. Approximately 82 percent of all teen pregnancies are unintended and nearly half of teen mothers are on welfare within five years. Just 70 percent of women who were teen parents finish high school by their late 30's. Almost 80 percent of the children of these teens who have had a child out-of-wedlock before high school graduation live in poverty.

In 1990, about 25% of 12-to 17-year-olds, and more than 50% of 18-to 25-year-olds had used illicit drugs. About 10% of sixth graders have initiated alcohol use. In addition, about 25% of 12- to -14-year-olds, and more than 50% of America's seventh graders, are current users with about 40% drinking weekly. About 66% of high school seniors have some experience with cigarettes, and 19% smoke cigarettes daily. Youth between 15- and -19 years-old account for 25% of the sexually transmitted disease (STD) cases each year. Moreover, of the 750,000 to 1,000,000 adolescent runaways each year in America, 6.4% have positive serum tests for the AIDS virus.

Each year about 700,000 youth drop out of school. About 25% of all 18 and 19 year-olds have not graduated from high school. At any point in time, about 18% of all 18 to 24 year-old dropouts, and 30% of 24-25 year-old dropouts, are under supervision of the criminal justice system. Among African Americans the corresponding percentages are about 50% and 75%, respectively.

Nationally, the percentage of European American and African American males, aged 18- to -24 years, who have not completed high school is about 24% and 32%, respectively. However, the number of years needed to graduate from high school is greater among African Americans. About 4.5 million 10 to 14 year-olds are one or more years behind in their modal grade level. African American and Latino teenagers are more likely than are European Americans to be two or more grades behind in school. In 1986, 57% of 10- to -15 year-old African Americans were two or more years behind their grade level. In 1989, 75% of African American 25- to -34 year-olds who completed high school worked, whereas 90% of European American high school graduates in this age range worked. African Americans who worked full time and full year earned 81% as much as their European American counterparts.

A male high-school dropout earns \$260,000 less than a high-school graduate and contributes \$78,000 less in taxes over his lifetime. For a female dropout, the comparable figures are \$200,000 and \$60,000. Unemployment rates for dropouts are more than double those of high-school graduates. Each added year of secondary education reduces the probability of public welfare dependency in adulthood by 35%.

The most visible and often reported aspect of youths living in poverty are associated with delinquency, crime, and violence. Youth, aged 13- to -21 years-old, accounted for 35.5% of all non-traffic related arrests in the United States during the 1980's, although this age group was only 14.3% of the population. In the mid 1980's, 1.7 million arrests occurred among 10-to -17 year-olds. More than 500,000 of those arrested were 14 years of age or younger, and 46,000 were under age 10. In 1991, 130,000 arrests of youth aged 10- to -17 years old were made for rape, robbery, homicide, or aggravated assault. This figure represents an increase of 48% since 1986.

At any point in time, about 20% of all African American youth are involved with the criminal justice system. Between 1980 and 1990, arrest rates of African American adolescents charged with weapons violations, with murder, and with aggravated assault increased by 102%, by 145%, and by 89%, respectively. African Americans experience rates of rape, aggravated assault, and armed robbery that are approximately 25% higher than those for European Americans, and rates of motor vehicle theft are about 70% higher, and rates of robbery victimization are about 150% higher. Rates of African American homicide are typically between 600% to 700% higher.

The single best "predicator" of whether a child will experience these problems, and have his or her life chances diminished by them, is poverty. Extension outreach education in welfare-to-work programming must develop, facilitate and interact with a network of community resources in a holistic approach which serves families and individuals in a cross generational manner. The cycle of poverty can not be broken at any one point.

A. Objective - Create an awareness of the problems faced by families relevant to welfare reform.

a. Performance Goal: Increased understanding of the problems relevant to welfare reform.

B. Objective - Provide training in job preparedness skills and career development, (i.e. job sources, filling out applications, job search, resume preparation, dressing appropriately, interviewing, communication, and interpersonal skills).

a. Performance Goal: Curriculum developed and in-service training conducted.

b. Performance Goal: 25% of program participants on temporary assistance acquire and retain jobs.

C. Objective - Acquire knowledge and understanding in child care management that will enable families to identify day-care sources, including day-care centers and home environments that are safe and economical.

a. Performance Goal: 50% of families needing child care have children in appropriate day care situations.

D. Objective - Acquire knowledge and understanding that will increase skills associated with effective parenting, resolving family conflicts and making effective decisions that will impact the quality of life of children, youth, and families.

a. Performance Goal: 50% of parents participating in Extension programs meet parenting needs of nurturing, and appropriate guidance of children.

E. Objective - Develop decision making skills which will improve the quality of life in regards to life skills, energy, financial management, time management, health care options, and housing.

a. Performance Goal: 50% of those on temporary assistance participating in Extension programs have options for health care.

b. Performance Goal: 50% of those Extension Program participants receiving public assistance have access to better housing.

c. Performance Goal: 50% of Extension program participants improve life skills.

d. Performance Goal: 50% of Extension program participants on public assistance establish financial goals.

F. Objective - Dispel the myth that welfare reform is only a problem of welfare recipients.

a. Performance Goal: 25% of the communities participating in the program provide some jobs for those on public assistance.

G. Objective - Acquire knowledge and understanding in nutrition education as related to nutritious diets, economical meal planning and preparation according to recommended USDA guidelines.

a. Performance Goal: 10% of program participants on public assistance show improvements in quality of diet and improved management of food dollars.

5. GOAL - Educate Alabama consumers to function in the global community.

Narrative

Increasingly new innovations in technology are finding their way into every day life and transactions of all Alabamians. For instance, in the next two years food stamp recipients will be using the EBT (Electronic Benefit Transfer) card to charge food stamp eligible purchases rather than the actual paper stamps. Telephone/television/internet shopping is becoming more accessible to Alabamians and is being used by Alabamians. "Pay at the Pump" with credit/debit cards is a viable option gaining popularity for Alabama consumers.

These new innovations create a need for educational programs relevant to how to use the innovations, decisions to use or not to use, purchase selection and recourse, protection against unlawful use and abuse of family's resources tapped by these innovations.

Almost all Alabamians have access to computer technology through personal, work, public library, or school. This access provides enormous amounts of information on almost every topic including buying and selling goods and services. This information once accessed must be analyzed, evaluated, and decisions made regarding the best use of such information. Extension agents can play a major role in assisting citizens with information about technology, how to access, information about analyzing the information, and evaluating the information.

A. Objective - Improve basic life skills to empower Alabamians to live in a global community.

1. Performance Goal: Curriculum developed and workshops conducted.
2. Performance Goal: 75% of Extension Program participants will improve ability to function in the global community.
3. Performance Goal: Extension faculty at state and county level become informed and use technology as an educational tool.

******V. 4-H & YOUTH DEVELOPMENT (4H&YD)**

Building Communities Situation Statement

The terms "community" and "citizenship" mean different things to different people, from voting in an election to community clean-up and improvement to understanding government and active participation in community and community problem solving. These are often areas that are taken for granted and as a result many young people fail to take advantage of opportunities to be "good citizens." If the approximately 650,000 youth (ages 9-19) in Alabama know that their communities need them, the message is clear - they are responsible and needed. Young people thrive on responsibility. It can help sustain youth through their teen years while providing a service that utilizes their raw talent, curiosity, enthusiasm, and potential for leadership. Involving youth in citizenship experiences and in decisions that affect them in their home communities will help them develop a feeling of ownership for their community. Young people need opportunities to develop skills, knowledge and attitudes to become productive and contributing adults in society.

1. GOAL - Young people will demonstrate an appreciation for the significance of their role in building the community. They will participate in citizenship activities that contribute to a safe and secure community that supports education, healthy lifestyles, livable economic bases and healthy environments.

A. Objective - To implement community-based educational programs that demonstrate and promote the need for youth involvement in building the community.

a. Performance Goal: To increase the number of youth who are aware of the need and importance of citizen involvement in their community and state by 25% each year by 2001.

b. Performance Goal: To help youth increase their knowledge of local and/or state government by 10% each year until 2001.

c. Performance Goal: Five percent of youth annually until 2001 will increase their awareness of issues affecting the community.

d. Performance Goal: Five percent of youth annually until 2001 will increase their appreciation for the diversity of people by:

e. Performance Goal: Ten percent of youth annually until 2001 will develop skills to become effective in interacting with other youth and adults.

f. Performance Goal: Five percent of youth annually until 2001 will learn how to initiate action to impact a positive change in their community.

g. Performance Goal: Five percent of youth annually until 2001 will gain a greater awareness of their value as a resource in the community.

Preparing Youth For Careers Situation

Alabama has a student population of approximately 880,000 young people between the ages of five to nineteen that could benefit from having early awareness career option programs. Such early-awareness programs could encourage young people to prepare themselves for a future that is inevitably highly technological and complex. Indications are that within the next decade many of these youth will be seeking to become members of the 21st Century work-force. Based on their declining rate of high school graduation, many of them will not be occupationally equipped nor educationally prepared to be productive. Even more critical, unless 4-H intervenes, many of these youth will not know which career best suits their aptitude.

A rare and major opportunity exist for 4-H, Alabama's largest youth development organization, to provide critical information to youth considering their careers and thereby assist approximately 76,000 young people to be well-adjusted work-force participants.

2. GOAL - To provide Alabama youth with opportunities to enhance their knowledge of and career options in a variety of areas, inclusive of agriculture, science and technology, family and consumer sciences, and communication.

A. Objective - To focus on the skills and capabilities identified in the 1991 report by the US Secretary of Labor Commission on Achieving Necessary Skills (SCANS Report). To develop and implement programs that will assist youth to more accurately determined their career paths and be well-adjusted in tomorrow's workplace.

a. Performance Goal: By the end of June 2001, all counties with 4-H programs will be implementing one or more career awareness and/or career exploration programs annually to help 5% or more of their 4-H population learn their career options.

B. Objective - To, because science and technology are critical disciplines for advancement in virtually all careers, improve youth literacy skills in science and technology.

a. Performance Goal: By the end of June, 2001, to have 90% of all youth 4-H programs utilizing (or recognizing the impact) science and technology in all their educational offerings.

Fostering Environmental Stewardship Situation Statement

Over 70% of Alabama is occupied by forests, lakes, and streams. This provides an ideal environment for youth to become involved in natural resource projects. As

human populations continue to grow and expand into rural areas, we place increasing demands on Alabama's natural resources. Therefore, there is a need for youth to understand their link to the natural environment and the need to conserve and manage these resources. Conversely the other 30% of the state has been developed into suburban or urban areas. Youth also should understand the need to develop infrastructure necessary to maintain environmental quality in those areas.

3. GOAL -Youth will understand the need to balance economic growth with sound environmental and agricultural practices. Youth will demonstrate responsibility and stewardship for their natural environment.

A. Objective - Youth will address the wise multiple use and appreciation of our diverse natural resources.

a. Performance Goal: Develop and implement statewide and community based educational programs.

B. Objective - Youth will learn how to pro-actively serve their communities as conservators of the environment.

a. Performance Goal: Develop and implement statewide environmental issue-based educational programs.

Developing Healthy Lifestyles Situational Statement

Youth are faced with many challenges, ranging from the simplest everyday problems to the pressures of society, which results in decisions that affect their health and safety. In Alabama, 15% of the state population is 10 to 19 years of age; 2/3 are white and 1/3 are nonwhite Alabamians. One in three Alabama children live in poverty. The dietary intake of youth is high in fat and low in fiber. Most youth eat only 3.2 servings of fruits and vegetables daily compared to the recommended number of 5. Thirty percent of Alabama's youth are obese and many are not involved in daily physical activity. According to Criminal Justice Information, in 1995 a total of 13,201 people were arrested for narcotic drug violations and 9% of these arrests were juveniles. Also 1,272 Juveniles were arrested for alcohol violation that same year. Stress continues to be a problem with today's youth; only 63% of Alabama's youth receive a high school diploma. Juvenile violent crime is increasing, as well as teen pregnancy. 18.6% of the births are to teenage mothers. More youth are raised in single parent households and working parent households. This causes youth to be more responsible for meals. Most food borne illnesses can be prevented with safe food handling practices. According to the U.S. Department of Health and Human Services over

14,000 children and youth are killed by accidental injuries each year. Accidental deaths are the leading cause of deaths in teenagers. The suicide rate among Alabama teens ages 15 to 19 has risen from a low of 7.3 deaths per 100,000 teens in 1986 to a rate of 13.5 deaths per 100,000 teens in 1994.

4. GOAL - Young people will develop skills and confidence and have experiences in making decisions that contribute to healthy and safe lifestyles. Youth will become aware of available health related resources and have the opportunities to gain knowledge on issues related to nutrition, fitness, safety and relationships.

A. Objective - To implement a four-year community-based educational program to address the health lifestyles of youth. This educational program will improve the health, safety and quality of life for youth in Alabama.

a. Performance Goal: Twenty-five percent of the youth who participate in educational programs will adopt basic nutrition principles.

b. Performance Goal: By the end of 2001, the number of youth who illustrate that their awareness of health benefits of good fitness will increase by 10%.

B. Objective - To increase the awareness and understanding of youth about related issues and impacts associated with healthy lifestyles.

a. Performance Goal: The number of youth who become aware of the effects of alcohol chemical substances on their physical and mental health will increase by 10%.

b. Performance Goal: Youth who are able to make informed decisions related to self understanding, stress management and relationships will increase by 10%.

c. Performance Goal: The number of youth who will adopt appropriate techniques for selecting, handling and preparing wholesome and safe foods will increase by 5%.

d. Performance Goal: Increase adoption of personal safety practices that prevent injury or death by 10%.

e. Performance Goal: Increase youth awareness to potential danger of home environment safety by 20%.

Youth/Adult Community Leadership Development Situational Statement

All communities in Alabama benefit from the development of the leadership skills and expertise of its youth and adults. There is a dearth in learning opportunities as well as leadership education professionals to address the leadership education needs of youth and adults in Alabama. To a very great extent, the

leadership skills of today's youth are learned from today's adults. While a small percentage of youth in high school may be afforded a chance to serve as an officer of a club or a school society, their acquisition of leadership skills and organizational management techniques are most likely guided by individuals who have not had structured classes or courses in the art of leadership education. Consequently, the education (vicarious, at best) received by these are not based up-to-date research in Leadership Education.

Today's youth are tomorrow's adult leaders. Thus, to enhance the leadership skill of tomorrow's leaders, it is essential that a two-pronged leadership education approach be taken: Firstly, leadership development programs must be targeted to and designed to enhance the quality of leadership of adults, especially those that interact frequently with and are role models for youth. Secondly, innovative approaches to leadership education must be designed and targeted to youth, tomorrow's leaders. Because there is a great need in every community for skilled youth and adult leaders the Alabama Cooperative Extension System and the Tuskegee University Cooperative Extension Program to work together to deliver research-based leadership education opportunities for Alabama youth.

5. GOAL - To provide meaningful leadership education experiences that enhances the skills and competencies of adult leaders and motivate youth to reach their fullest potential as tomorrow's leaders.

A. Objective - To provide up-to-date research-based leadership education to youth engaged in 4-H or community leadership activities.

a. Performance Goal: By the end of June, 2001, to have 90% of all youth in leadership positions with 4-H and 60% of those (youth) engaged in other community leadership activities, enrolled in or have graduated from Extension's Leadership Certification Program or a recognized leadership education program such as Mid-Winter Teen Leadership Retreat, Citizenship Washington and Youth and Adult Leadership Programs in other countries.

B. Objective - To provide up-to-date research-based leadership education to adults and volunteers who teach or mentor 4-H youth or work in community leadership development activities.

a. Performance Goal: By the end of June, 2001, to have 90% of all adults and volunteers who teach or mentor 4-H youth, and who are engaged in community leadership activities, enhanced their leadership skills by enrolling in or have graduating from Extension's Leadership Certification Program or a recognized leadership education program.

C. Objective - To establish Alabama 4-H Extension Leadership Certification Program for training youth and adults that is resourced (staffed) by individuals skilled in the art and science of leadership development.

a. Performance Goal: By June 30, 2001, 90% of all youth and Adult Leaders involved in 4-H activities will have participated in the Alabama 4-H Extension Leadership Certification Program.

Enhancing Personal Development Situation Statement

Indicators of state trends relative to the well-being of teens show that an increasing number of Alabama youth are experiencing negative outcomes. For example, the percentage of youth graduating from high school has declined almost 10% in the last seven years to 63%. Meanwhile, the rate of births to unmarried teens, juvenile violent crime, arrests and referrals, and preventable teen deaths has risen. These dire statistics are borne out by a variety of well-documented societal and economic factors. For example, traditional social institutions, families, communities, schools and workplaces have changed profoundly in their structure, demands, priorities, and values. These changes have challenged the abilities of individuals and families to adapt, requiring new and improved skills in critical thinking, communication, self-awareness, and collaboration for those who would succeed in the current environment (Alabama Kids County, 1996).

The development of these skills in our youth is critical for their ability to become contributing members of the 21st century society. Critical thinking skills are the basis for problem-solving and the decision-making process of every responsible adult. Communication skills are central to sharing ideas, thoughts, wishes, and emotions. Self-awareness and interpersonal skills encourage and empower individuals to take responsibility for their actions, and are also the basis for the collaborative abilities that are increasingly required in the workplace. Young people need to build these personal skills in order to avoid negative outcomes and live healthy, productive, and satisfying lives.

Youth development through educational programs is the mission of 4-H. Four-H programs offer opportunities for personal development through a variety of formats, including 4-H meetings, programs, special interest clubs, projects, contests, and leadership conferences. As of 1996, these offerings were available to approximately 595,000 (50%) of the children in Alabama between the ages of 9-19. These children comprise the potential 4-H audience and are eligible to participate in its educational programs. In order to take advantage of 4-H opportunities, children, and the adults in their lives, must be aware that 4-H is available to them and know how to get involved in 4-H. Extension in Alabama has the opportunity and the responsibility to make the public aware of programming that can make a difference for the personal development of Alabama's youth.

6. GOAL - To provide Alabama youth with opportunities to experience atmospheres of positive expectations wherein they can build relationships,

improve their written and oral communication skills and decision-making skills and have opportunities to apply these skills.

A. Objective - To create atmospheres of positive expectations whereby youth can improve their sense of self-worth and relation-building skills.

a. Performance Goal: By June 30th of 2001, 90% of the youth involved with 4-H activities will have developed a greater sense of self-worth and will be more effective in problem solving and interacting with other youth and adults.

1. Objective - To enhance the ability of youth to be socially assertive, and demonstrate a high level of oral and written communication skills.

a. Performance Goal: By 2002, 75% of youth involved in 4-H activities will be able to organize and express their thoughts effectively in written and oral form.

******COMMUNITY & ECONOMIC DEVELOPMENT (C&ED)**

1. GOAL - LEADERSHIP DEVELOPMENT. To Enhance the leadership development and citizenship education of existing and emerging leaders and to build a cadre of competent citizens who can strengthen and transform their communities.

SITUATION

Alabama, as part of the country's fastest growing regional economy, has the potential to be among the nation's economic leaders in the 21st century. The critical issue for Alabama lies in whether or not the state has the cadre of leaders necessary to create the positive environment in which education, economic development and quality of life can emerge. Communities, regions and states of the 21st century, to acquire a competitive position in a changing global environment, must be able to take action to impact successful community and economic development (USDA, 1994). However, successful efforts, which promote sustainability and revitalization, are dependent upon having skilled community leaders. The long-range economic stability of a community correlates positively with the quality of its organized leadership. Hence, the development of competent leaders is an integral part of community resource and economic development within the State of Alabama.

Various studies and reports from the state department indicate that before significant progress can be achieved in community and economic development, a broad-based leadership infrastructure must be in place. This means Leadership Education is a burning issue of critical importance.

Leadership growth and development are educational processes that support new and emerging leaders and alert citizens to the importance of promoting viable communities. It means that although we may possess abundant natural resources, a plentiful supply of low-cost energy, many available sites for new facilities, and competitive incentives to encourage business expansion, we may not be prepared. Having a prepared cadre of leaders available for impacting constructive change in ensuring a skilled and educated workforce to meet the challenges being brought by technology is essential. Leadership for the 21st century will require leaders who possess greater skills and knowledge (Rost, 1993). Thus, leadership development is at the central core of developing a state system capable of producing the energy needed to sustain and improve the state.

There is urgency for leadership development to ensure that we have many citizens from across the entire community system involved in their communities to sustain success, growth, and development. Communities, in an ever-growing number, are realizing the importance of having a CADRE of informed leaders who are able to make quality decisions, with many people working together on

multiple projects and who share a common vision. Through TEAMWORK, we can turn our interests and concerns into a cohesive effort to affect change. Approaching leadership from a system's view means pulling the diversity of the entire system - people from different community segments, race, gender, age and thought. Diversity within communities allows citizens to capitalize on the unique skills and expertise that their neighbors have to share. Effective and efficient community leadership also promotes communities and organizations working together on issues through organized collaborations and partnerships.

Leaders who can harness vision, align, mobilize, and motivate people to take action on common identified goals are "Change Masters" (Kanter, 1983). As change master, community leaders can build or shape a community into a cohesive, productive environment. This is one of the greatest challenges facing community leaders today. Shared leadership and teamwork can meet this challenge and generate the energy, power, and innovation needed for revitalization at all levels. Empowered people embrace the notion of TEAMWORK where people function together to achieve extraordinary results (Senge, 1990).

Community building will need a fluid, distributed, action-oriented nature of leadership to adapt to a changing world. Adapting from Senge (1990), *The Fifth Discipline*, communities - local, state regional, and nation-states will need to learn how to become learning communities (an environment in which peoples' capacity to create desired results is provided through structures and processes where expanded patterns of thinking are nurtured and can lead to the opportunity for collective aspirations to be set free). Through the creation of healthy communities, states, and regions, the ultimate hope is that as we strengthen our communities we are preserving our democracy, ensuring abundance and prosperity for all.

Presently, a shift is occurring in the level of responsibility for public decision making. Local government leaders are assuming more financial and management responsibilities for programs and services that were once provided by the state or federal government (Revitalizing Rural America, Strategy Guides for Managing Critical Rural Issues, CES). This means that stronger, more competent power structures are required at the local decision making levels. Simultaneously, within the state of Alabama and other states across the nation, the existing leadership in many communities has begun to age. This leaves a void in leadership and increases the demand for more leaders with more sophisticated leadership skills and practices. Enhancing the leadership capacity of existing and emerging leaders becomes essential if Alabama expects to be among the leaders of the Southeast region.

A study team conducting a "National Impact Study of Leadership Development" across the Cooperative Extension System (1989) defined leadership development as the "fostering of competencies that enable one to influence

people's thoughts, feelings and behavior." The study grouped competencies into categories which included directing projects or activities, arbitrating, developing resources, forming and working with groups, planning for group action, managing meetings and communicating effectively. As implied in the definition, the next age leaders must possess skills such as: consensus building, strategic planning, team management skills, advocacy, conflict resolution, communication and will an understanding of collaboration and participative leadership (Kouze & Posner, 1990).

When leaders emerge and concerned citizens take a stand to make a difference, communities can mobilize to effect positive changes that will benefit the social, emotional, financial and physical needs of citizens. In today's world of constant change, communities need to be aware of networking procedures to acquire resources and build powerful linkages between individuals, groups and organizations. Through organized efforts in a supportive atmosphere, agencies and organizations can systematically solve existing and emerging problems that could not be solved by a single group. Solving problems collaboratively means changing policies, laws and regulations to fit the needs of the people. Collaboration also encourages a re-awakening of the community spirit, an emerging trend (Vogt & Murrell, 1990).

Of all the collective resources involved in collaborative agreements, human capital is the most important. Preparing people to take an active role in making positive differences in their own lives has been the goal of Extension since its inception. Citizens in rural and urban communities have to believe that their efforts to improve their communities are worthwhile. Active involvement in leadership roles provides the necessary encouragement.

Leaders who can harness vision, align, mobilize, and motivate people to take action on common identified goals are "Change Masters" (Kanter, 1983). As change master, community leaders can build or shape a community into a cohesive, productive environment. This is one of the greatest challenges facing community leaders today. Shared leadership and teamwork can meet this challenge and generate the energy, power, and innovation needed for revitalization at all levels. Empowered people embrace the notion of TEAMWORK where people function together to achieve extraordinary results (Senge, 1990).

OBJECTIVE - Develop the leadership capacity of citizenry by initiating and supporting programs structured to enhance the leadership qualities of existing and emerging leaders, to create new and better informed leaders.

- Providing leadership program planning in the design and development of leadership programs on a prioritized basis: (1) community leadership, (2) regional leadership, (3) youth leadership programs, (4) organizational (public-

sector-higher education), (5) grant-related leadership activities, (6) community groups, (7) interdisciplinary partnerships.

- Facilitating and providing technical assistance in initiating and implementing leadership education across community levels.
- Working with communities on effective leadership skills and practices such as: Visioning, Strategic Planning, Understanding Community Systems, Communication Styles, Team Management Strategies, Change and Change Management, Group/Team Dynamics, Diversity.

2. GOAL - ECONOMIC DEVELOPMENT - Through educational training and resource management, create economic environments that support employment, productivity (profitability), diversification, and industrial expansion in rural and urban communities.

SITUATION

Nationally, there is concern about the outlook for the economic development of communities in America. Statistics show only 18 percent of the nation's 3,103 counties as having strong economic viability. Moreover, the Appalachian Regional Commission has labeled 87% of the remaining counties as economically distressed (National Initiatives: Communities in Economic Transition, USDA).

If communities are to emerge as vibrant and livable, creating jobs is an essential requirement. Human initiatives and stable families cannot thrive unless priority is given to creating economic opportunities through jobs for all citizens.

The potential for economic development within the state of Alabama has been recognized, as evidenced by such activities as the building of the Mercedes Benz plant in Tuscaloosa, and the establishment of the Economic Development Partnership of Alabama (1993). The partnership represented a local and state economic initiative to pool resources and provide new support to move the state into a more competitive position for future growth. Specifically, the partnership focused on issues such as worker skills, education, citizen expectations, image enhancement, international trade and long range strategic planning for the state. This partnership reinforced the state's commitment to economic development and charted a course of action for competing for higher skilled projects that traditionally go to other states.

As Alabama faces the year 2000, The Alabama Department of Industrial Relations is optimistic about job growth. However, the growth is predicted in job categories of professional, paraprofessional, and technical opportunities. Expectations are that businesses will become even more automated over the next few years. Hence, many lower skilled jobs will be replaced with jobs that require more technical skills. Additionally, with the appeal of global

competitiveness, many businesses will be taking low skill, low wage jobs to other countries for cheaper labor.

In order to be competitive and to retain more jobs within the states, communities must be able to promote the competence of their workforce, and eliminate some of the disparities between the types of jobs that are emerging, and the types of skills citizens are prepared to offer.

Workforce preparation and job retraining programs are answers to many of the concerns about jobs and job readiness. The training to prepare individuals for more technical and paraprofessional employment will require more high school equivalency training as well, since according to 1990 census data one third of adults in Alabama do not have a high school education. Additionally, The Personal Responsibility and Work Opportunity Reconciliation Act (1996) will increase the need for work force preparation and job retraining programs.

When it comes to economic development, urban communities do have a competitive edge. Through training in economic development, communities can be taught to build upon this asset of urban environments. But, in order to create economic environments that support growth, communities must be able to analyze crime and violence issues and understand how destruction within inner cities undermines their economic potential.

While urban communities can compete for new industry, many of the jobs coming into more rural counties are still low wage and limited. Economic development education is needed to prepare communities to expand their economic base and thereby increase sources of income.

Accompanying this need will be an increased need for competent decision making skills at the local leader level based on trends, value-added concepts, and economic capacity including human and physical capital. Communities must also understand the critical factors involved in small business and entrepreneurship development.

Diversification is essential to positive economic growth. Economic development strategies such as local entrepreneurship, and tourism are approaches to diversification. Tourism has taken on new relevance in many of Alabama's communities, and is projected to increase in the future as families experience the availability of more disposable income and more leisure time, particularly, two income families and young retirees.

OBJECTIVE - Increase the economic development capacity of community leaders, including industrial expansion and retention through programs that:

- Increase the capacity of local leaders and organizations to create, recruit and retain businesses and industries.

- Promote local and regional cooperation for economic development.
 - Increase the employability of Alabama's workforce.
 - Increase tourism and retiree attraction within local communities.
 - Increase home-based entrepreneurial business opportunities.
 - Increase the productivity of small-to-medium-size manufactures.
 - Increase the use of agribusiness and natural resources as economic development tools.
- **GOAL** - Educate and strengthen urban and rural youth, families, and communities to build home and community environments which support healthy lifestyles and an improved quality of life for all citizens of Alabama.

SITUATION

The concept of community is complex and multidimensional. It encompasses social, economic, environmental and political theory and practices. Truly viable communities are those where these various components operate in harmony to support the needs of citizens. Characteristically, supportive communities promote work and living situations that seek to insure the well being of families including environmental safety, the availability of jobs, health care and many other services. Moreover, supportive environments help children and youth develop qualities of social competence, problem solving skills and personal directions that help them to avoid conflict (Alabama Kids Count Update, 1996).

Becoming a supportive community requires planned and comprehensive efforts that involve families and community leaders working together to assess needs, promote organization, and initiate prevention and intervention strategies to solve problems. Ever growing changes, challenges and choices make it difficult for many communities to meet these requirements. Additionally, changing lifestyles are requiring social service agencies and educators who work with families to pursue new methodologies and resources to address needs. Across the state, there is an increased demand for innovative programs that seek to expand the traditional definition of household and family and their relationship to the larger community to meet the changing needs of a more contemporary society.

A community of safe streets, clean air and secure homes encourages hope and commitment from its residents. However, not all communities are fortunate enough to experience such results. Over the past decade, employment opportunities and earning capacities of families have been reduced due to changes in the economy. Many families are experiencing reduced financial security as evidenced by high unemployment statistics, reductions in work forces and restructuring activities.

According to U.S. Bureau of the Census data, approximately 35.7 million people live in poverty, representing 14.2 percent of the nation's population. Forty-one percent of the country's poor live in the South, and many of those at poverty level

are identified as elderly or homeless. Recent estimates are that 500,000 to 600,000 people are homeless in the U.S. (Leidenfrost, 1993).

Alabama's families are not excluded from these dim statistics. While the average number of children receiving AFDC declined from 2.05 children per family in 1990 to 1.89 in 1995, more than 1/2 million of Alabama's children are still growing up in severely distressed neighborhoods characterized by high levels of unemployment, single parent families, high school dropouts, and reliance on welfare. Distressed neighborhoods are not just confined to urban areas. Nearly 1/3 of the state's severely distressed communities are rural (Alabama Kids Count Update, 1996). Nor is poverty confined to the unemployed, but includes citizens whose salary does not pull them above the poverty line. Only two states in the nation have more serious poverty than the state of Alabama (LaCory, 1989). Impoverished neighborhoods have difficulty providing the economic support and civil institutions require for a healthy community.

The movement towards healthy communities and healthy families is a slow process and more difficult in some areas of individual and family living than in others. While the condition of the larger community environment is significant to individual and family well being, the importance of the immediate near environment, the home itself, can not be overlooked. Limited resource and elderly families have difficulty buying and maintaining homes. A large percentage of those who do own homes are considered house poor, meaning housing costs exceed 28% of their monthly income ("Who Can Afford to Buy a House, 1991)."

Low income families, elderly and homeless citizens in Alabama want and need housing rehabilitation assistance, housing facilities and housing counseling. Hence, there is a need on the part of agencies and programs to provide necessary support, counseling and education. The President supports homebuyer education and counseling. The National partnership in Home Ownership - a group of 58 lenders, government agencies, home builders, non-profit organizations, and trade associations convened by President Clinton in 1995 - are committed to helping 8 million households become home owners by the year 2000. More partnerships and grassroots efforts on the part of service agencies and educational organizations supported by structural and active public relations marketing programs, to provide direct support for these families would be a program asset.

By-products of health communities and healthy homes are healthy people. But there are some areas of concern for Americans. A majority of U.S. citizens continue to feel great stress at least once or twice a week; smoking and alcohol use are increasing particularly among teens, and most important, many American communities cannot provide quality health care. Approximately 1 in 8 citizens have no health coverage of any kind (The Prevention Index, a Report Card on the Nation's Health, 1993).

Extension has a role to play in promoting healthy communities and healthy lifestyles. Through issues based programming focused on priority needs, Extension can lend support to educate and strengthen urban and rural youth, families and communities to build home and community environments which support healthy lifestyles and an improved quality of life for all citizens of Alabama.

OBJECTIVE -

- Increasing community support of local school systems by identifying and mobilizing existing resources through increasing the number of citizens involved in school activities and programs.
- Developing the capacity of communities to identify and act upon health issues and concerns.
- Conducting educational programs in 15 counties to promote the value and feasibility of forming county health councils.
- Increasing opportunities to access health care by informing citizens of health care options and by establishing contact with health care providers.
- Enhancing the capacity of citizens to analyze and interpret their environmental and waste management needs and prepare communities to develop strategies to respond to these needs.

Time spent taking care of the environment is beneficial to all Alabama citizens. But, improving the environment goes beyond planting trees and cleaning up litter. The life processes of all Alabama citizens (living, working, using energy, creating waste) have a direct impact upon the land, water, air, trees and wildlife. This impact requires that all citizens exercise responsibilities in minimizing the damage to improve the general environment.

Alabama's environmental consciousness is exhibited by its commitment to instituting laws that require cities and counties to develop and adopt comprehensive waste management plans. These plans must support the statewide 25% waste reduction and recycling goal.

The average citizen may not be motivated to get involved with waste management and water quality programs because community systems, particularly those in urban areas, appear to be successful at managing natural cycles. Many citizens give little thought as to where the water they drink originates, where their sewer goes, whether their water supply is plentiful or if their wastes are damaging nearby waterways (Petit & Gangloff, 1995). Nevertheless, solid waste management is a growing concern for Alabama communities. Many of the state's communities face serious challenges in safely and effectively managing their waste.

Communication and education are essential for the involvement of citizens in waste management decision making processes. Through effective collaboration

and education, communities and families, for example, can be taught the benefits of recycling. The United States Environmental Protection Agency (EPA) estimates that nearly 200 million tons of municipal solid wastes are generated in our nation each year. Recycling offers an alternative to landfills as a means of handling our solid wastes.

Through organized community efforts and training, communities that want to make a difference in their environments can be taught the benefits of such efforts as urban greening projects and how the long range benefits of these projects can address other community needs such as cultural and community pride, employment, health, and visual enhancement of residential areas. A hot topic in solving environmental problems involves turning abandoned contaminated industrial sites (Brownfields) into thriving centers of activity which promote jobs, economic growth, increase property values, stimulate tax revenue and rejuvenate neighborhoods (Lester, 1995).

Mis-management of wastes and abuse of the environment pose serious threats to the health of Alabama's families. During the past two decades, there as been some concerns that low income and minority populations are at special risk from environmental threats. By Executive Order from the President, organizations are being directed to develop and implement environmental justice strategies to ensure that their day-to-day operational procedures protect the health and environmental of all communities (Environmental Justice Plan, NASA, 1996).

OBJECTIVE - Assist communities in identifying and understanding the impact of major environmental issues.

OBJECTIVE - Develop educational programs that will help communities to respond to environmental concerns which affect the quality of life of citizens.

OBJECTIVE - Develop collaborative efforts with service providers to assess and recommend strategies to solve current and future environmental problems.

OBJECTIVE - Develop public policy through programs affecting environmental and waste management issues.

- By increasing the number of homeowners and homebuilders with an understanding of how to ensure that the air quality in their homes is safe.
- By increasing the understanding and appreciation of youth, adults, and policy makers of ecological importance and fragile natural resources.
- By increasing the understanding and appreciation and environmental education programs available to the public, to help them understand the relationship between man and the environment.

******Urban Affairs and New Nontraditional Programs**

VI. URBAN AFFAIRS & NEW NONTRADITIONAL PROGRAMS (UA&NNTP)

1. GOAL - Create a greater appreciation for the value of diversity.

SITUATION

The Extension Committee on Organization and Policy and the Extension Service, U.S. Department of Agriculture in the document "*Pathway to Diversity*" (1991) expressed a vision for the Cooperative Extension System as "a diverse and multicultural organization that values, is committed to, and embodies pluralism as a long term investment in the future." The document further expressed the perceived role of Extension as "a model for achieving a pluralistic society." Contrasted with the doctrine of monism which recognizes only one dominant species, the term pluralistic defines an organizational culture that values the diversity in all dimensions of human differences and incorporates mutual respect, acceptance, teamwork, and productivity among all people.

As the outreach component of the state's Land Grant institutions, the Alabama Cooperative Extension System has a tremendous role to play in helping families and communities understand, adjust and respond to individual and cultural differences. Extension, by its very definition, is an organization operating under the commitment to provide educational programs, materials, and equal opportunity employment to all people without regard to race, color, national origin, religion, sex, age, veteran status or disability. This commitment addresses directly the responsibilities of Extension to provide outreach services to diverse audiences, and indirectly addresses the organization's obligation to design its programs around the expressed needs of all citizens including diverse audiences.

Within all communities, there is that need to build or establish a sense of unity among culturally diverse families, groups and organizations. With this understanding, programs and activities implemented under the concept of diversity are applicable to communities statewide - urban as well as rural. However, there is a recognized need within urban communities to strengthen the sense of unity through more intense programming efforts which demonstrate more fully the significant relationship of unity to quality of life (Schweitzer, 1996). The population in the state of Alabama is becoming increasingly diverse relative to age, race, gender and culture. As the state's population changes, so must its response to diversity. The nature of this response is crucial to the well being of individuals, families and communities. The truth is, differences alone do not cause racial problems, but how people respond to differences can. The history of the nation unfortunately reflects a race consciousness which its southern states have struggled to overcome for many years. There is a growing need for Alabama citizens to make conscious efforts to enhance their appreciation for differences and to move forward to eradicate prejudice through education. The value lies in understanding that America was built on the unified contributions of its diverse constituents. Each race, culture, sex and age group has positive

contributions to make toward the betterment of human society. The diversity of the nation as a whole and within the state of Alabama "is a source of strength that should be appreciated and cultivated" (Beyond Rhetoric, 1991).

A. Objective - Educate urban communities on diversity issues including age, sex, race and culture, to promote understanding and respect for diversity.

a. Performance Goal: Increase by 10% the number of programs and community events designed to enhance the understanding of citizens on diversity issues of age, sex, race and culture.

B. Objective - Establish environments that promote unity and sustain diversity within urban communities.

a. Performance Goal: Expose citizens to multi-cultural (involving many cultures) activities which go beyond awareness of other cultures, to include adapting to or integrating cultural differences to build healthy and lasting relationships across racial and cultural barriers.

C. Objective - Collaborate with law enforcement and criminal justice agencies to establish programs to expand and enhance understanding of diversity in the law enforcement arena.

a. Performance Goal: Conduct law enforcement and criminal justice diversity training series to equip a minimum of 5% of the state's law enforcement and criminal justice professionals with an enhanced understanding and more competent skills to react appropriately to diversity and diversity issues in their professional roles.

D. Objective - Develop and implement cultural arts programs to expand the knowledge and appreciation of diversity among cultures.

a. Performance Goal: Provide cultural arts programs in a minimum of 15% of the state's counties.

2. GOAL - Strengthen the resiliency of individuals, youth and families by enhancing coping and survival skills of citizens in Alabama's urban communities.

SITUATION

The concept of family has expanded over the years to include many types. Families can be as diverse as single headed households managed by teenage moms to widowed senior citizens residing in elderly high-rises. In fact, the meaning of family has become so broad that the term is no longer associated only with those who dwell together under the same roof, but is inclusive of individuals who share similar concerns and conflicts (Rouse, "A Profile of Families in North Carolina Public Housing Communities"). For many urban families this broad definition is significant, for as society and traditions change, larger numbers of families are having to rely upon their communities for support in addressing needs and responding to issues which must be confronted daily. Social, economical, environmental and legal issues including violence and crime, increased abuse and neglect, family conflicts, and welfare reform placed some urban families at risk for meeting basic core needs and having coping skills necessary for survival. Specific factors likely to be related to risk are race, sex, income, and age (Wireman, 1985). With respect to age for example, seniors are making up an increasingly larger percentage of the nation's population and more widowed seniors are living independently and heading their own household

(Winchip, 1995). The elderly comprise a large percentage (one in five) of the nation's population at poverty level, as larger percentages of elderly women are now living alone with decreased pensions.

At the other end of the age spectrum, thousands of youth across the nation and within the state live in distressed neighborhoods of high poverty and high crime. During 1995, 1,232 juveniles in the state were arrested for violent crimes including murder, rape, robbery and aggravated assault (VOICES, Spring 1996). About 2/3 of these arrests were observed in the counties of Mobile, Jefferson and Montgomery.

Relative to race, black females are more likely than white females to head a household or have an income below the poverty level. For most of those affected, being below the poverty level means more than simply lacking amenities of life— it means lacking adequate food, medical care, heat and clothes (Wireman, 1985). These are only a few examples of situations which place families at risk and pose threats to their health and safety.

When families are forced to function in troubled environments of deficiencies and conflict, they are stifled of the opportunities to grow and develop to their fullest potential. Community institutions such as Extension outreach services, other service groups, government agencies, schools and charitable organizations have important roles to play in establishing supportive environments to help parents and their children experience full and fruitful lives.

The social problems facing families of the 90's have emerged over time, and helping families to cope and survive will also take time. The level of success will depend upon the commitment, leadership and financial resources provided to make a difference.

A. Objective - Implement family dynamics training to educate urban families to identify and respond to forces which impact their lives.

a. Performance Goal: Increase the availability of training programs to urban audiences in balancing work and family by 10%.

b. Performance Goal: Increase the availability of programs on understanding family diversity by 10%.

c. Performance Goal: Increase the availability of programs on handling family conflicts by 10%.

d. Performance Goal: Increase the availability of programs which focus on the effects of substance abuse on the family by 10%.

B. Objective - Initiate survival skills programs to prepare citizens to respond to and function in environments of stress and change.

a. Performance Goal: Increase skills in stress management for 25% of Alabama's urban citizens who participate in survival skills programs.

b. Performance Goal: Increase competence in layoff survival skills (including financial and emotional survival and job search survival) for 25% of unemployed citizens in urban communities in Alabama who participate in layoff survival skills programs.

c. Performance Goal: Increase the availability of workforce preparedness training to a minimum of 5% of the unemployed population in Alabama's urban counties.

d. Performance Goal: Educate citizens and communities on their roles and responsibilities in violence prevention and conflict resolution.

e. Performance Goal: Partner with emergency response agencies to prepare a minimum of 10 citizens in 20 urban communities of the 10 urban counties in Alabama to respond to emergencies through emergency response training.

f. Performance Goal: Collaborate with health care providers to address health and safety issues in 25% of Alabama's urban communities.

C. Objective - Raise the awareness of parents and community leaders about the needs of the urban youth culture.

a. Performance Goal: Conduct community assessments in 15% of Alabama's counties to prioritize needs of urban youth.

b. Performance Goal: Develop community coalitions to address 50% of the needs/priority issues of the urban youth culture which were identified by the assessment.

D. Objective - Educate young adults to take responsible roles in their families and communities.

a. Performance Goal: Provide training to prepare young adults for responsible independent living.

b. Performance Goal: Reduce the incidence of negligent teen fathers by 10% in a minimum of 15% of the state's counties.

c. Performance Goal: Establish coalitions with rescue missions, senior housing facilities, etc. to prepare youth, homeless citizens and elderly to function in transitional environments during transitional periods through counseling and training programs in transitional living.

E. Objective - Partner with agencies who provide legal support to deliver training in legal education which will assist citizens in responding to basic legal issues.

a. Performance Goal: Reduce the incidence of evictions and tenant abuse through tenants rights and responsibilities education.

b. Performance Goal: Reduce the incidence of land and property disputes through land and property rights and responsibilities education.

c. Performance Goal: Provide legal assistance educational workshops for senior citizens groups.

d. Performance Goal: Increase the number of training sessions on tax issues and concerns by 10%.

F. Objective - Partner with school PTA's community centers, etc. to implement "family fairs" to promote family unity while simultaneously educating families on such issues as family health and nutrition, parenting, youth development etc.

a. Performance Goal: Conduct a minimum of one "family fair" in a minimum of 15% of the state's counties to promote family unity and to enhance the knowledge of families on health and family issues.

3. GOAL - Build new supportive institutions, groups and teams that allow families to exercise their power to shape their own communities.

SITUATION

"Unified visions" are key words which impact many family and community decisions in the decade of the '90's. Organizations are catching on to the idea that connectivity among individuals and organizations who share the same goals

gets results. The contention among avid empowerment groups is that ultimately this connectivity, undergirded by a sense of common mission, can help change lives and build healthy environments for individuals, families and entire communities (Kordesh, 1995).

Today, families and communities must respond to unprecedented changes and challenges. While both change and challenge are in some respects attractive, particularly to growing urban environments, both sometime surface as problems which are seemingly insurmountable. So it is with many urban communities where problems of poverty, social despair and fiscal distress are pervasive. To say the least, urban leaders and families are perplexed in their search for solutions to problems which undermine community growth and productivity. In response, empowerment groups stress agendas which encourage citizens to rally together. People working together can effect community changes which supports people oriented policies and which produces family and community oriented programs which make a difference. President Clinton in the "National Urban Policy Report" (1995) talked about "metropolitan connections" which encouraged communities to cut through barriers of race, income and jurisdictional boundaries to form new empowerment support groups or teams to effect change.

Through well structured and organized supportive institutions, families can assert their power as a collective force within their communities. Essentially, advocates of family empowerment believe that families must take steps toward rebuilding the strengths and productive capacities they once had which are now provided by other formal institutions at local, state and national levels (Kordesh, 1995). Cooperative Extension, since 1914, has been in the business of helping people to help themselves. In keeping with this trend, the System is well equipped to assist Alabama families in making positive strides towards building new supportive institutions of empowerment which will allow citizens to exercise their strengths in shaping their own communities.

A. Objective - Design mentoring groups or organizations to provide more positive role models in urban communities to support positive youth development.

a. Performance Goal: Increase the visibility and availability of mentoring programs and competent mentors by 10%.

b. Performance Goal: Through "preparation for mentoring programs" train a minimum of 100 mentors across the state to serve as positive role models in urban communities to support positive youth development.

c. Performance Goal: Establish agreements with individuals, organizations, corporations, etc. to support youth job shadowing programs for career development.

d. Performance Goal: Through organized workshops coordinated with schools, community centers, youth organizations, churches, etc. develop and disseminate state-of-the-art programming in small business operations for youth entrepreneurs.

e. Performance Goal: Implement a statewide annual Youth Entre/Expo Spring Enrichment Camp involving a minimum of 100 youth.

f. Performance Goal: Through organized training series coordinated with juvenile correctional facilities, community centers, youth organizations, etc., involve youth-at-risk in prevention and intervention counseling including the YES I Can Make A Difference Program.

g. Performance Goal: Use state of the art technology such as video transfer, computer programs, and distance learning to deliver tutorials to at risk youth including those in juvenile correctional programs, those failing state exit exams, those involved in teen parenting programs, etc.

B. Objective - Create support groups in "elderly dynamics" to educate and counsel citizens on the physical and emotional needs of elderly to prepare elder care givers and concerned communities to understand and better response to aging citizens.

a. Performance Goal: Establish coalitions with medical professionals to reduce incidences of the abuse or misuse of prescribed medication by 25% among senior citizens who participate in Extension programs designed to educate seniors on the use, abuse and misuse of medication and conflicting prescriptions.

b. Performance Goal: Collaborate with medical professionals to increase the availability of health care information to the elderly by providing video transfers of information (on commonly asked medical questions) to senior citizens groups.

c. Performance Goal: Promote pet facilitated therapy (awareness) programs for senior citizens.

C. Objective - Develop volunteer recruitment activities which support volunteer programs to address the needs of urban communities.

a. Performance Goal: Expand volunteerism recruitment programs and incentives to recruit a minimum of 100 new volunteers to support urban Extension programming efforts.

4. GOAL - Facilitate changes to improve urban environments and reduce the impact of environmental situations which threaten the safety and health of individuals, youth and families.

SITUATION

Alabama, like all states across the nation, depend upon economically vital urban areas in order to thrive. The nation's economy is built upon the success of metropolitan areas. They account for 83 percent of the national income (Empowerment: A New Covenant with America's Communities, 1995).

Unfortunately, the reverse is also true, declining central cities have an indirect impact upon us all because the decline can stifle growth and development of communities, regions, states and ultimately the nation.

More important, declining and unsafe central cities have a significant effect upon the families that dwell within. Community residents can not avoid the impact of the physical environment of their community. The general health and safety of an environment affects all individuals who live there, whether they are involved in other aspects of community life or not. Children and families who live in urban communities are particularly affected by air pollution, noise pollution, traffic problems, crime, violence and the lack of safe healthy areas to play (Wiremen, 1985).

Communities have a responsibility to provide safe, drug free and crime free environments for children and families to live and grow. The Alabama Kids Count Special Edition, 1995, cited goals for all of Alabama's children to: 1) live in a community that affirms their inherent value as members of the human family, and 2) grow up free from abuse, violence and the devastation of alcohol and other drugs. Despite these goals, disheartening statistics within the state show over 100,000 children living in distressed neighborhoods with high levels of poverty and increasing crime rates.

Of course, streets that are clean and safe areas in which to play are vital concerns to the well being of children (Wireman, 1985). But, community environmental issues and concerns are much broader than that. The quality of the air we breath is an environmental issue which poses human health concerns for the entire nation. Air pollution can cause respiratory diseases, heart disease, and cancer (Petit, 1995). Hence, pollution control is a serious issue for urban communities.

Additionally, over the past two decades there has been increasing concern that some segments of the population are at special risk for environmental threats. In February 1994, President Clinton issued Executive Order (EO) 12898, Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations. Generally, environmental justice program efforts seek to ensure that limited resource and minority communities are not "unjustly dumped upon," or more specifically, do not experience disproportionately high or adverse health or environmental impacts of programs, policies or activities within communities.

Real changes in the environment can not take place until community residents are prepared to provide broad input in environmental decision making.

Additionally, each individual citizen must be prepared to make a conscious effort to minimize damage to enhance the environment whenever possible. Knowledge and understanding of environmental issues are essential tools for such in-depth involvement. People working together with agencies, such as the Alabama Cooperative Extension System, who share the goal of saving the environment and improving the living standards of families can make a difference.

A. Objective - Educate citizens to improve their practices in pollution control.

a. Performance Goal: Enhance programming efforts in pollution control by conducting community workshops that will provide access to pollution education to an increase of 20% of Alabama's citizens over previous years contacts.

B. Objective - Expand pest management programs to include home (interior) pest control.

a. Performance Goal: Increase the number of home pest management programs by 10%.

C. Objective - Partner with local and state agencies to train citizens in environmental law and environmental justice.

a. Performance Goal: Fifteen percent (15%) of Alabama's communities will be prepared to initiate policies and procedures to respond to environmental law and environmental justice issues to protect the health and environment of citizens.

D. Objective - Improve the physical safety of urban environments.

a. Performance Goal: Increase the number of programs designed to reduce community and family violence by 10%.

E. Objective - Help families to maintain or increase the value of personal property, enhance family satisfaction with home environments and improve the general safety of homes through community renewal activities.

a. Performance Goal: Promote community improvement activities through home improvement, self help and volunteer assistance programs.

5. GOAL - Expand urban agricultural concepts and understandings to address real issues of urban/rural interdependence.

SITUATION

The field of agriculture has in years past conjured images of rural farmers growing large numbers of acreage in cotton and produce. But more process oriented thinking from a broader perspective gives new meaning to a 1990's definition of urban agriculture. Much of the demands for and use of farm products are within commercial marketing channels, and large percentages of farm products are actually processed and consumed by urban populations.

Specifically, Urban Agriculture is defined by those activities and products for which the U.S. Department of Agriculture has statutory responsibility occurring within an urban area as defined by the U.S. Census Bureau, or in the immediately surrounding area. Included would be the production and processing of food, short of final serving; production installation and usage of ornamental plants; control of plant and animal diseases; regulation of pesticide use and supporting activities such as financial services, management consulting and product advertising. Examples of Urban Agriculture are production/sale within the urban area of fruit, vegetables, dairy products, meat, etc.; bakeries, malt producers, meat packing plants; production/use of ornamental plants, trees, shrubs, turf, flowers; pesticide use in plant and animal production as well as indoor and outdoor pest control. (USDA,_____).

An accurate interpretation of the true meaning of Urban Agriculture gives impetus to a rural/urban interdependence programming concept. Further, the definition opens up tremendous Extension programming opportunities for urban community based agriculture. An excellent example of a program which depicts a rural/urban relationship is described in The U.S. Department of Agriculture's Bulletin 685, "Nutrition, Eating for Good Health." The bulletin describes "gleaning programs."

Gleaning programs are offered to agencies and cooperating farmers as an alternative to leaving unharvested crops in fields. According to statistics, presently approximately 20% of America's farm crops may be left in the fields unharvested because the produce may not meet market standards or there may be a shortage of labor, etc. Through gleaning or second harvest programs, limited resource individuals and families can take advantage of unharvested and discarded agricultural products from urban gardens, farmers, processors or retailers. The organized activity allows "volunteer gleaners" to collect unused and discarded food and provide it to the needy. The program also provides training in appropriate harvesting techniques as well as food processing and preserving.

Urban Extension: A National Agenda, a Report of the National Extension Urban Task Force encourages programming which supports rural/urban

interdependence. Considering the increasing urban population (approximately 67% nationwide), and the interaction of rural, urban, and even suburban communities, this thinking is logical. All Americans have common needs for food, clothing and shelter which are end products of the agricultural system. And, whether the focus is rural or urban agriculture, Extension's purpose is to provide practical education for all citizens - education which they can use to address critical issues that affect their lives. To meet this challenge, "Extension educators nationwide must join forces to support existing efforts in developing information, education, and demonstration programs that promote economically sound, socially acceptable, and environmentally friendly agricultural practices" (Strategic Directions of the Cooperative Extension System, 1993).

A. Objective - Collaborate with local government and businesses to develop green spaces within urban communities by creating walkways from allies, building nature trails, reviving park spaces, etc.

a. Performance Goal: Create new green spaces in a minimum of 5% of the state's urban counties.

B. Objective - Expand Master Gardening follow-through programs.

a. Performance Goal: Fifteen percent (15%) of Master Gardening follow through programs will initiate activities that are supportive of urban community efforts to create green spaces.

C. Objective - Partner with local markets to educate consumers on making appropriate meat and produce choices in urban markets through consumer information "pick (buy) of the week programs."

a. Performance Goal: Collaborate with local markets and TV stations to deliver weekly consumer education programs on the "pick (buy) of the week" in a minimum of 15% of Alabama's communities.

D. Objective - Conduct "gleaning" or second harvest programs to increase the access of limited resource families to an affordable food supply.

a. Performance Goal: Fifteen percent (15%) of Alabama's counties will initiate gleaning projects to increase the access of limited resource families to an affordable food supply.

E. Objective - Implement an annual conference designed to educate individuals, families, agencies, communities, stakeholders and organizations on the rural/urban interdependence concept.

a. Performance Goal: Twenty five percent (25%) of the state's counties will be involved in a rural/urban conference which focuses on the inter-relatedness of rural and urban systems, including the agricultural system.

6. GOAL - Create expanded access to public information through independent systems for information referral and retrieval.

SITUATION

As we approach the year 2,000 Extension systems across the nation are faced with an ultimatum - "Extension must transform, be transformed or perish" (Strategic Directions for the Future of the Cooperative Extension System, USDA). Tendencies to resist change and attempts to address new and emerging needs utilizing old techniques and models place definite restrictions on program effectiveness. Essentially, definite solutions to today's problems, critical issues

and concerns lie within Extension professionals who are prepared to meet challenges head on with creative and innovative problem-solving which is research based.

In his executive order for setting customer service standards, President Clinton wrote "putting people first means ensuring that the Federal Government provides the highest quality service possible to the American people" (The White House, Office of the Press Secretary, September 11, 1993). In line with this charge, the Strategic Directions of the Cooperative Extension System (1993), outlines a vision for Extension as 1) a future-oriented, self renewing, national educational network, 2) employing an interactive education process with state-of-the-art technology, and 3) creatively delivering programs that are at the cutting edge of critical issues, 4) reflect excellence, are interdisciplinary in nature, have a strong disciplinary base and make a positive difference in people's lives.

Adapting from the national vision, a primary goal for the Alabama Cooperative Extension System's new nontraditional programs is to reach new audiences, in new ways, with new partners, utilizing new technology.

A. Objective - Increase citizen's access to Extension resources.

a. Performance Goal: Utilize interactive computer technology, hotlines, e-mail, info-stands, etc. to establish independent information dissemination centers in a minimum of 5% of the state's counties.

B. Objective - Establish an urban and new nontraditional programs resource "outreach" laboratory.

a. Performance Goal: Compile a directory of resources available within the System to address urban priority needs.

STAKEHOLDER INPUT PROCESS

The Alabama Cooperative Extension System has a very comprehensive stakeholder input process. The foundation of this process is the statewide network of sixty-seven County Extension Advisory Boards (CEABs) and the hundreds of county and state-level program advisory committees.

Each county has a County Extension Advisory Board. Each CEAB is an organized group of ten to fifteen respected, influential, and knowledgeable community leaders. Board members are progressive thinkers who believe that the researched-based knowledge available through the county Extension office can be applied in their communities to help solve a wide variety of local problems. They understand how Extension education can be used in many different areas to improve the economic, physical, and social well being of all county residents.

Each Board's primary mission is to assist the local Extension staff:

- by identifying issues of widespread public concern within the county,
- in choosing the pertinent issues to be addressed through Extension educational programs, and
- by establishing priorities and planning a well-balanced, total Extension program for the county.

Each CEAB meets as needed during January through April of each year to carry out their mission and to develop a report as outlined in the Extension Advisory Board Handbook.

On April 1 of each year the County Extension Advisory Board Chairperson submits a report to the County Extension Coordinator. These reports are forwarded through the respective district coordinators to the System Staff Development and Community Programs Educator for analysis. The county reports are summarized and prioritized by the System Staff Development and Community Programs Educator to identify common needs and concerns throughout the state.

The Staff Development and Community Programs Educator then forwards the compiled Advisory Board Reports to the Associate Directors for Programs who distribute the Advisory Board Reports to the State Program Leaders. The State Program Leaders insure that the System's programs adequately address the priorities identified by the CEABs.

In addition to the CEABs, each agent has several program advisory committees who assist in developing specific educational programs and in promoting these programs.

There is also an Alabama Extension System State Advisory Committee (ESSAC) which meets several times each year to review the overall System's Plan of Work.

The objectives and priorities identified by the CEABs, PACs and ESSAC are reflected in this Plan of Work and implemented through numerous Extension Team Projects (ETPs). Each ETP is chaired by one or more Extension specialists who have responsibility for the specific subject matter area(s) addressed within the ETPs. Each ETP has an advisory committee consisting of agents and clientele.

Also within the state, Alabama Cooperative Extension System has five regional Agricultural Research and Extension Centers. Each of these centers has an advisory committee to provide direction for the research and extension programs at the centers.

In addition to the many standing advisory committees and boards, the Alabama Cooperative Extension System has recently contracted the Institute for Communicative Research at the University of Alabama to survey various public groups within the state to determine which programs to accentuate, which to modify, and which to eliminate. The longer-term objectives of this survey are to provide a basis for future planning, staffing and programming based on sound clientele/market research.

This research included extensive surveying of statistically valid samples of current and potential Extension clientele, as well as current System employees. Surveys were sent to all of the System's professional employees and 8,000 current and/or potential clientele (including 1,800 agricultural producers from the 1997 Alabama Census of Agriculture). The clientele sample was stratified by the current System program priority areas of Agriculture, Forestry and Natural Resources, Family, Urban, Community and Economic Development, and Youth. The state's Senators and congressional Representatives, state legislators, and county commissioners were surveyed as separate populations to determine their feelings about which programs should be prioritized and which should be eliminated.

TUSKEGEE UNIVERSITY-STAKEHOLDER INPUT PROCESS

In ongoing efforts to assure relevance and quality of Extension programming, Tuskegee University, beginning in 1997, strengthened its relationships with various community and interest groups by forming County Advisory Councils. Presently, councils have been formed in 12 Alabama Black Belt counties.

Membership on these councils consists of established and emerging leaders of existing and targeted clientele organizations. From this membership, a State Advisory Council was selected and includes farmers, educators, public officials and other individuals. Various committees of the State Advisory Council include program committees that represent the five GPRA and the corresponding USDA National goals for Research, Extension and Education. Through scheduled meetings and individual efforts, council members identify and communicate critical need areas for Extension, and review State and Federal plans of work, as well as Extension projects proposed by the Tuskegee University Cooperative Extension Program.

PROGRAM REVIEW PROCESS

The review of this AREERA Plan of Work for the Alabama Cooperative Extension System involved several distinct phases. Cooperative Extension System program priority area teams conducted the first phase of review. In this stage of the review process, team members reevaluated the content and relevancy of included programs. In addition, each team completed a thorough reexamination of the Extension Team Project associated with each of the priority area goals. As a result, several Extension Team Projects were eliminated, others were refined / combined for greater clarity and programmatic impact, and additional projects were added.

Alabama Cooperative Extension System Leadership team members, consisting of the Director, 1890 Administrators, Associate Directors and Associate Administrators and relevant University administrators conducted the second phase of the program review process. This phase was included to ensure that the content of the plan was consistent with the mission of the institutions and the Cooperative Extension entities.

The most important phase of program review centered around presenting the Plan of Work to the scrutiny of the System Advisory Council. In 1997, a 35 member advisory council was established to advise the Alabama Cooperative Extension System in the identification of broad issues of public concern and in setting specific System programming priorities. The Council plays a role in marketing of, and as an advocate for, the System especially in acquiring support and resources. Specific roles for the System Advisory Council include: 1) insure that the System's programs address real needs of Alabama citizens; 2) promote the System's programmatic efforts and accomplishments to key clientele groups and decision makers; 3) provide guidance and assistance in obtaining statewide support for System programs; 4) identify critical issues and problems which might be best addressed by System educational outreach; 5) advise the System on educational needs; 6) advise the System on overall program balance; 7) make recommendations on the System's long range Plan of Work; 8) expand the collaboration and networking capabilities of the System in support of existing and proposed programs; and, 9) advise the System on how best to mesh the County Advisory Board inputs into broad based Cooperative Extension educational programs.

A four page document dated 11/19/97 summarizes guidelines for the System Advisory Council. The document states that membership should represent interests, including, but not limited to: mass media, youth, economic development, agriculture & natural resources, health, human development, public service, and human resources. Thirty-two of the 35 members are to be named by the

Extension Director based on recommendations. Three of the 35 members are to be named by the Presidents of AAMU, AU, and TU, respectively.

System Advisory Council membership is, by design, racially and gender diverse and represent a vast array of interests. These interest include:

- Rural health and primary care;
- AAMU & AU & TU Extension Staff;
- Beef production;
- Botanical gardens;
- Agricultural commodity associations;
- A mayor's office;
- The rural ministry;
- Volunteer leadership;
- A power generator;
- A magazine with statewide circulation;
- A juvenile judge's office;
- 4-H Council;
- School board;
- Forestry association;
- Urban planning;
- Forest consultant;
- Cotton production;
- A county commission office;
- A cooperative;
- A professional association;
- State legislature;
- A rural newspaper;
- Poultry production;
- 4-H leadership; and,
- Industrial recruitment.

The Advisory Council conducts much of its' business via subcommittees which mirror the primary programming areas as contained in the Plan of Work. These subcommittees are: 1) Urban, 2) 4-H Youth, 3) Family, 4) Natural Resources 5) Agriculture.

Following refinement of the planned program sections of this plan of work, the System Advisory Council was called into session to review the programmatic merits of each of the six program priority area sections of the Plan of Work. Each member of the six program subcommittees was provided, in advance, a copy of the Plan of Work for review prior to the session. During the session, each program subcommittee met separately with the respective State Program Leader and other System Program Leadership Team personnel. After in-depth scrutiny and discussion, each subcommittee granted approval of the merits of each of the six components of the Plan of Work. Documentation of such approval resides in the

office of the Director for the Alabama Cooperative Extension System and the 1890 Extension Administrator.

TUSKEGEE UNIVERSITY-MERIT REVIEW PROCESS

The Tuskegee University Cooperative Extension Program, in collaboration with the Alabama Cooperative Extension System, began carrying out Extension programs in 1998 through an Extension Team Project concept. Team projects involve teams of interdisciplinary specialists and County Agents throughout the Alabama Extension network, where each project focuses on specific related problems. During the development of each team project, team members collaborate and post draft documents on computer networks for review by other Extension specialists and agent, as well as Advisory Council members. Each Tuskegee led Extension Team Project has various evaluation and review periods wherein team members of related Extension Team Projects serve as peer reviewers.

MULTISTATE RESEARCH AND EXTENSION ACTIVITIES

According to the most recent Plan of Work development guidelines, (Federal Register, Vol. 64, No. 126. Thursday, July 1, 1999) Cooperative Extension at 1862 Land-Grant Institutions *"must expend up to 25 percent of their formula funds provided under sections 3 (b) (1) and (c) of the Smith-Lever Act for activities in which two or more State extension services cooperate to solve problems that concern more than one state."* However, at the time of the preparation and submission of this Plan of Work for the Comprehensive Alabama Cooperative Extension System, CSREES had yet to finalize the appropriate mechanisms to establish the FY 1997 baseline and the related 25 percent formula. In addition, 1890 Land-Grant Institutions must also engage and document such programming but are not subject to the formula. In lieu of such guidance and with an overt attempt to satisfy the intent of AREERA, the Comprehensive Alabama Cooperative Extension System offers a partial listing of planned and ongoing multistate Extension activities. Following delivery of the appropriate mechanism for establishment of the FY 1997 baseline and related percentage formula, this section will be revised and submitted with the annual report.

The following are representative of the Alabama Cooperative Extension Systems' MultiState Extension Activities:

Trapped in Poverty, Trapped by Abuse, Trapped by Poor Health (ETP 602, Proposed Agreements: University of Illinois, Urbana, Iowa State University).

Work Force Preparation, Finding and Securing Employment (ETP 606, Lead Contact). Proposed Multi-State Agreements: North Carolina State University.

A Comprehensive Breast Cancer Education Project (ETP 604, Proposed Multi-State Agreements: North Carolina State University, Raleigh; Mississippi State Cooperative Extension Service).

Urban Family Network (ETP 610, Proposed Multi-State Agreements: Mississippi State Cooperative Extension Service).

TUSKEGEE UNIVERSITY-MULTISTATE EXTENSION ACTIVITIES

Tuskegee University seeks to maintain and increase its participation in multistate Extension programs and activities through existing and new partnerships. A new strategic plan for the entire 1890 land grant institution network is being finalized and will specifically provide a framework to facilitate increased collaborative

Extension efforts in various states. Current efforts involving risk management in agriculture with South Carolina, Georgia, Florida and Guam, and involving local citizen participation in assessment of Enterprise and Champion Communities (TN, KY, AL, NM, TX, MS and AK) and regional sustainable agriculture and development for small-scale and limited resource farmers will continue. Another regional project, involving pilot pastured poultry demonstrations led and collaborated by Heifer Project International will be expanded over the next few years.

INTEGRATED RESEARCH AND EXTENSION ACTIVITIES

According to the most recent Plan of Work development guidelines (Federal Register, Vol. 64, No. 126. Thursday, July 1, 1999), Cooperative Extension at 1862 Land-Grant Institutions must expend up to 25 percent of their formula funds provided under sections 3 (b) (1) and (c) of the Smith-Lever Act "*...on activities that integrate cooperative research and extension.*" However, at the time of the preparation and submission of this Plan of Work for the Comprehensive Alabama Cooperative Extension System, CSREES had yet to finalize the appropriate mechanisms to establish the FY 1997 baseline and the related 25 percent formula. In addition, 1890 Land-Grant Institutions must also engage and document such programming but are not subject to the formula. In lieu of such guidance and with an overt attempt to satisfy the intent of AREERA, the Comprehensive Alabama Cooperative Extension System offers a partial description of planned and ongoing integrated research and extension activities. Following delivery of the appropriate mechanism for establishment of the FY 1997 baseline and related percentage formula, this section will be revised and submitted with the annual report.

Research and Extension Centers – The Alabama Agricultural Experiment Station and the Alabama Cooperative Extension System recently established several Research and Extension Centers, strategically located throughout Alabama. The primary purpose of the Research and Extension Centers is to support and augment the statewide network of county Extension offices in implementing comprehensive, research-based, interdisciplinary Extension educational programs which focus on the sustainability of agriculture, forestry and natural resources (AF&NR). These programs should seek not only to improve profitability of commercial agriculture, forestry and natural resources, but should also address the larger public issues of environmental compatibility, meeting consumer expectations, land use, agricultural policy, and a variety of other issues which impact upon the future sustainability of agriculture. In addition to the center-based faculty and staff, campus-based faculty also conducts research projects at the Centers. The Research and Extension activities conducted at these centers will relate to all of the national goals.

Campus-Based Research and Extension Activities - Several integrated research and extension activities are planned and carried out jointly by research and extension personnel. These activities include animal waste management and water quality, pest management, food safety and risk analysis, nutrition, and family and child development.

Southern Extension / Research Activities (SERAs)

Another category of integrated research and extension activities, that also meets the intent of the "multi-state extension activities" requirement, is participation in the Southern Extension / Research Activities (SERAs). Participation in each SERA consist of research and extension professionals from various states in the southern region. The primary purpose of the SERA concept is to allow diverse professionals from across the Southern Region to collectively address problems of mutual concern. There currently exist twenty-nine (29) Southern Extension / Research projects. Alabama Cooperative Extension professionals participate in many of these projects. Examples of SERA projects include: food safety, integrated pest management, rural health, rural housing, cotton insects, and, nursery crops and landscape.

The following are representative of the Alabama Cooperative Extension Systems' Integrated Research and Extension Activities:

An Extension specialist is on a split teaching and Extension appointment and is actively involved in shiitake mushroom. At the Alabama Agricultural Experiment Station, this specialist has developed a greenhouse (shade house) facility to conduct Shiitake Mushroom research and demonstrations. Research there involves "Timing and Composition of Soak Medium Supplementation and Environmental Modification to Maximize Shiitake Mushroom Production." Through CSREES research activities, the specialist is looking at "Optimization Studies for Shiitake Mushroom Production." Funds were obtained from SARE to develop a web site that promotes sustainable production of shiitake mushrooms and will include summaries of shiitake research articles, books, magazine articles and other shiitake materials. This web site will be keyword, author and title searchable and will provide links to other shiitake mushroom sites on the internet.

Shiitake mushroom production is promoted through Extension Team Project work as nontraditional, value added products. A biennial Shiitake Mushroom Symposium; co-sponsored by Alabama Cooperative Extension and Alabama A&M University; convenes researchers, educators, and producers from across the nation who are interested in shiitake mushroom production.

Another Extension has had research involvement's leading to National recognition. Her contributions to microgravity research was recently published in the 1998 book entitled "Advances in Animal Alternatives for Safety and Efficacy Testing," Chapter 40, Taylor and Francis Publishers. This specialist has again, for the 5th consecutive year, served on the USDA peer review grant panel. This is one of the highest honors recognizing her scientific contributions and expertise in veterinary medicine and animal biotechnology.

This specialist has also had a funded research project with CSREES. The results from this project are closely related to her Extension Team Project ("Enhancing Small Ruminant Animal Health Care Delivery Systems") work as it investigates methods to identify infertile females before use as embryo donors and enhances reproductive efficiency of breeding females in alternative livestock enterprises.

Work through the Enhancing Small Ruminants project represents a multi-state program between Alabama A&M University and Fort Valley State, Perry, Georgia. Program activities focus on project development, program delivery and marketing strategies including the following:

- Establishing a demographic database identifying local veterinary resources interested in supporting and sustaining the goat and sheep industry.
- Designing and facilitating educational materials and training.
- Assisting with clientele/producer meetings and on-farm demonstrations related to animal care.

Another Extension specialist has recently completed work on a funded cooperative development initiative (CDI project) that was done in collaboration with the Agricultural Resource Center, University of Wisconsin, River Falls. The Kellogg Foundation funded the project. While funding has expired, the working relationship and some of the collaborative efforts continue. The objective of this project was to expand the leadership development opportunities and get groups of communities to work together in solving issues of mutual concern to bring about economic prosperity.

The CDI Project will continue as a viable program to meet the needs of communities and organizations in rural and urban areas in Alabama. Goals are to expand the services to utilize the System's potential to address more urban focused training activities. Work has begun with the Community Development Corporation (CDC) at Alabama A&M University. The CDC is a Housing and Urban Development (HUD) sponsored nonprofit organization which addresses the housing and economic development problems of HUD targeted areas in the City of Huntsville (Meadow Hills) and Edmonton Heights communities) and Madison County.

TUSKEGEE UNIVERSITY-INTEGRATED RESEARCH AND EXTENSION ACTIVITIES

Historically, Tuskegee University has carried out integrated research and extension activities and will increase these types of activities during this plan of work period. Currently, projects involving entrepreneurial assessment and rural

development in the Alabama Black Belt, sustainable agriculture and development for small-scale and limited resource farmers in south central Alabama, and local citizen participation and assessment of Enterprise and Champion Communities are joint research and extension activities that also have multistate participation.

SYSTEM EVALUATION (INTERNAL) PROCEDURES

The goals and objectives defined within this plan of work are implemented and evaluated through Extension Team Projects (ETPs). An ETP is defined as a *series of related activities which take place over a specified period of time (usually several years), and which involves several Extension-funded employees working together to accomplish specific objectives.* All Extension team projects have some key elements in common. These include:

1. Justification based upon either fulfilling specific goals and objectives as set forth in the long-range plan of work, or other clearly defined goals and objectives which have significant impacts.
2. A clearly defined targets audience that is external to Extension. The target audience for a project can not be other Extension employees; although training other Extension employees may be one activity in the process of reaching the target audience.
3. Clearly defined procedures and activities, as well as tangible educational products and/or services. These include things such as publications, in-service training, teaching packets, seminars, and a wide variety of other items. This is the most important element of each project. It defines the actual work that will be done.
4. A promotion plan and an evaluation plan.
5. Significant involvement of several extension-funded employees with a designated project leader and specific responsibilities for other team members.

An evaluation plan (item 4 above) is a required component of each ETP. To better understand how ETPs are evaluated, it is helpful to understand all of the components of the ETP format and process. These are explained below:

Project Title: *Each ETP is assigned a brief descriptive title by which the project will be referenced.*

Project Number: *Each ETP is also assigned a project number during the project review process.*

Alabama Extension Long-Range Objectives(s) that this project addresses: *These come from the plan of work (POW). If this project addresses a specific goal in the POW, they list the goal and objective reference number. These reference numbers come from the section entitled "POW Summary" which is*

Outputs - Activities, Methods and Materials: *This is probably the most important part of the project plan. This is where the ETP team tells specifically what will be done and how it will be done and when it will be done. They include planning meetings, anticipated in-service training, publications/materials to be developed, meetings to be held, project promotion, formal evaluations, reporting impacts back to important stakeholders and funders, etc. Planned activities should be listed for each year of the project.*

2000

2001

2002

2003

Outcomes - Evaluation and Progress Reporting: *This is where the ETP team tells how and when will the project be formally evaluated, what type of evaluation methods will be used, what impact indicators will be measured, etc. There **MUST** be a plan for assessing and reporting on the annual progress as well as a comprehensive evaluation plan for the overall project. If this project is in one of the areas in which GPRA data is required, the System may amend the evaluation plan to include GPRA impact indicators.*

Annual Progress Assessment and Reporting Plan: *As a minimum annual progress reporting should include number of activities and number of contacts.*

Overall Comprehensive Project Evaluation Plan: *This evaluation should focus on project impacts and results.*

Institutional Units Involved: *This is where the ETP team lists academic departments by institution (AU, AAMU and/or TU), and other units that will be involved in this project. Involvement of appropriate specialists from multiple institutions is desired and highly encouraged.*

Lead Program Contact(s): *This is where the ETP team specifies the individual(s) who is responsible for overall program implementation and evaluation.*

Name (s)

Project Planning and Input: *This is where the ETP team list individuals who have assisted in planning this project or have provided input and suggestions. It is essential that all projects have appropriate input.*

Specialists

Agents

Others (clientele, commodity representatives, etc.)

Project Core Team Members and Level of Involvement: *This is where the ETP team list the individuals who will be heavily involved in implementing, evaluating and reporting on this project, and their anticipated level of involvement by years.*

<u>Name</u>	<u>Days Planned on this Project</u>			
	2000	2001	2002	2003

Suggested or Desired Extension Employee Involvement: *This is where the ETP team tells what type of activities field staff and/or specialists can do to support this project. For example, "agents who participate in this project will need to attend a one day training, write letters to clientele promoting the project, participate in multi-county clientele educational seminars, assist in collecting evaluation data, etc. This information assists others in knowing what is expected of them if they agree to participate in this project.*

This is where the ETP team tells how many days should each employee who participates plan to allocate each year. This information is needed in order for agents to know how much time to allocate to this project if they chose to participate.

<u>Number of days each participant should plan to spend Extension Employees</u>				
2000	2001	2002	2003	

Other Cooperating Organizations: *This is where the ETP team list any non-Extension groups, especially commodity groups or other special interest clientele groups, that have been or will be involved in planning, implementing and/or evaluating this project.*

Anticipated Support Costs Requirements: *This is where the ETP team list any anticipated variable costs that may be required to implement this project. This may include items such as special training materials, abnormal travel requirements, special equipment, outside resource people, etc. They do not include costs for items that are already part of the System's fixed costs (e.g., employee salaries, normal travel, in-house publications and video productions, etc.). They are asked to give a line item budget if additional support requirements are anticipated.*

Special Funding: *This is where the ETP team list any special-funding such as grants, contracts, EFNEP, IPM, etc. that will be used in carrying out this project.*

Source: Amount \$

Review and Concurrence: *Any individual on the core team who allocates a majority (over 50%) of his/her extension-funded time to this project must discuss this with their immediate supervisor. Signatures are required below to verify that this has been done.*

In addition to the evaluations of each ETP, which is an integral planned part of each project; some ETPs are selected each year for a more rigorous "external evaluation". These are usually selected based upon the amount of resources (FTEs and dollars) which are being allocated. A team consisting of the state program leader who is responsible for that program area, the program accountability and evaluation specialist, a district agent, and other selected individuals conducts the external evaluations.

FISCAL AND HUMAN RESOURCES

The following represents a composite allocation of fiscal and human resources for the Alabama Cooperative Extension System (Alabama A&M University and Auburn University only). This data is based on Fiscal Year 1999 budget and FTE allocations. The data do not reflect FTE's that may have been added / deleted during this fiscal year. These numbers include both AAMU and AU fiscal resources from all sources. The FTEs exclude secretaries, clerical and other non-academic positions; they also do not include FTE's allocated to administration or program support.

PRGM AREA	\$ ALLOCATION	FTEs	% of TOTAL \$
4H&YD	\$ 7,360,916	56.62	17.7%
AG	\$ 12,890,923	114.96	31.04%
C&ED	\$ 1,955,147	17.06	4.71%
F&IWB	\$ 9,706,750	79.53	23.37%
UU&NNTP	\$ 1,338,463	12.03	3.22%
F&NR	\$2,951,862	26.83	7.11%
EFNEP	\$ 1,912,385	66.55	4.60%

Tuskegee University, allocation of fiscal and human resources among program areas for 1999. Data does not reflect FTEs for clerical and support staff nor administrative support. However, these factors are reflected in the dollar amounts.

PRGM AREA	\$ALLOCATION	FTEs	% of TOTAL \$
4H&YD	\$112,117	1.1	8.62
AG	\$434,842	4.6	33.44
C&ED	\$401,785	4.1	30.90
F&IWB	\$328,594	3.5	25.27
UU&NNTP	\$22,781	.3	1.75

EQUAL EMPLOYEMENT OPPORTUNITY

Plan of Work Implementation (CR/EEO)

After review of the April 19, 1999 Federal Register Part III, Department of Agriculture, Cooperative State Research, Education and Extension Service Proposed Guidelines for State Plans of Work for the Agricultural Research and Extension formula funds, a System representative contacted the Director of Equal Opportunity staff at CSREES/USDA. During that discussion, we were informed that additional guidelines would be forthcoming from the Department regarding the planning and reporting of Civil Rights and Equal Employment Opportunity functions.

Rather than develop and submit incorrect and / or incomplete information, the Alabama Cooperative Extension System will develop and submit to the Department its' CR/EEO Plan following receipt of the new guidelines. The CR/EEO Plan for the Alabama Cooperative Extension System will be submitted under a separate cover on the date specified by the Department.

PLAN OF WORK CONTACTS

To assist the CSREES in the review of the Comprehensive Alabama Cooperative Extension System AREERA Plan Of Work the following section denotes System personnel responsible for: overall administration, signature authority and Plan of Work certification; overall programmatic content; and, development, preparation, and submission to CSREES.

Administrative and signature authority, and certification, for this Comprehensive Alabama Cooperative Extension System AREERA Plan of Work resides with the following persons:

Velma Blackwell, 1890 Administrator
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Virginia Caples, 1890 Administrator
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Stephen Jones, Director
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Overall programmatic responsibility for the content of this Comprehensive Alabama Cooperative Extension System AREERA Plan of Work resides with the following persons:

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Thomas Harris, Associate Administrator

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Responsibility for the overall development, preparation, and submission of the Comprehensive Alabama Cooperative Extension System AREERA Plan of Work resides with:

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