

DISTRICT OF COLUMBIA

2000-2004

PLAN OF WORK



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DISTRICIT OF COLUMBIA — PLAN OF WORK

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District of Columbia 2000 - 2004 Plan of Work

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DISTRICT OF COLUMBIA PLAN OF WORK PROGRAMS / PROJECTS / ACTIVITIES

	GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5
RESEARCH		<ul style="list-style-type: none"> ◆ Post-harvest Physiology of Fruits 	<ul style="list-style-type: none"> ◆ Nutritional Risk and Antioxidant Status in the Elderly 	<ul style="list-style-type: none"> ◆ Effects of Using Composted Waste as Soil Amendments in Urban Horticultural Practices in the District of Columbia ◆ A Comparative Study of Nodulation in <i>Vigna unguiculata</i> in Symbiosis with <i>Rhizobium</i> or <i>Bradyrhizobium</i> Before and After Treatment with Biosolids ◆ Control of Cowpea Pests Through Natural, Chemical and Best Management Programs Amended with Biosolids Compost ◆ Control of Cowpea Pests Through Natural, Chemical and Best Management Programs. ◆ Evaluation of Turfgrass Cultivars and Blends for Turfgrass Quality and Performance in the District of Columbia ◆ The Fate and Toxicity of Triorganotin Compounds in the District of Columbia Waterways ◆ A Sustainable Low-Input Cropping System for Urban Gardens in the District of Columbia 	

	GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5
EXTENSION	<ul style="list-style-type: none"> ◆ Food Safety Education ◆ Food Safety Support for the Elderly ◆ DC Coalition for Food Safety Education ◆ Food Handler Education for Small Non-Commercial Service Agencies ◆ Pesticide Applicator Training 	<ul style="list-style-type: none"> ◆ Nutrition, Diet, and Health ◆ Team Nutrition ◆ “ Calling It Quits ” Smoking Cessation ◆ Professional Counseling Education 	<ul style="list-style-type: none"> ◆ Master Gardeners Volunteer Training ◆ Agriculture in the Classroom ◆ Voyage Across Technology ◆ Natural Resources and Environmental Management ◆ Project Learning Tree (PLT) ◆ Leadership & Volunteer Development ◆ Water Resources Research Center ◆ Sustainable Agriculture 	<ul style="list-style-type: none"> ◆ UDC Family Life Center ◆ 4-H and Youth Development ◆ Community Economic Development ◆ LifeSmarts ◆ Family Resources Management ◆ Family and Community Education (FCE) ◆ Parenting Education ◆ Home Repair and Energy Conservation ◆ Healthy Indoor Air Quality ◆ Criminon ◆ Ferebee Hope Vocational Skills Training and Retraining 	

	GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5
TEACHING					

DISTRICT OF COLUMBIA PLAN OF WORK BASE PROGRAMS

	GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5
EXTENSION			<p>▼ NUTRITION, DIET & HEALTH</p> <ul style="list-style-type: none"> • Nutrition, Diet & Health • Team Nutrition • “Calling It Quits” Smoking Cessation • Professional Counseling Education • Pesticide Applicator Training 	<p>▼ NATURAL RESOURCES & ENVIRONMENTAL MANAGEMENT</p> <ul style="list-style-type: none"> • Natural Resources & Environmental Management • Water Resources Research Center • Sustainable Agriculture 	<p>▼ COMMUNITY RESOURCE & ECONOMIC DEVELOPMENT</p> <ul style="list-style-type: none"> • Community Economic Development <p>▼ FAMILY DEVELOPMENT & RESOURCE MANAGEMENT</p> <ul style="list-style-type: none"> • Family Resource Management • Parenting Education • Home Repair and Energy Conservation <p>▼ LEADERSHIP & VOLUNTEER DEVELOPMENT</p> <ul style="list-style-type: none"> • Family & Community Education • Master Gardeners Volunteer Training <p>▼ 4-H & YOUTH DEVELOPMENT</p> <ul style="list-style-type: none"> • 4-H and Youth Development • Agriculture in the Classroom • Voyage Across Technology • Project Learning Tree (PTL) • LifeSmarts

DISTRICT OF COLUMBIA PLAN OF WORK NATIONAL INITIATIVES PROGRAMS

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
<p>EXTENSION</p>		<p>▼ FOOD SAFETY AND QUALITY</p> <ul style="list-style-type: none"> • Food Safety Education • Food Safety Support for the Elderly • DC Coalition for Food Safety Education • Food Handler Education for Small Non-Commercial Service Agencies • Pesticide Application Training 	<p>▼ HEALTHY PEOPLE... HEALTHY COMMUNITIES</p> <ul style="list-style-type: none"> • Healthy Indoor Air Quality 		<p>▼ WORKFORCE PREPARATION</p> <ul style="list-style-type: none"> • Ferebee Hope Vocational Skills Training and Retraining <p>▼ CHILDREN, YOUTH, & FAMILIES AT RISK</p> <ul style="list-style-type: none"> • UDC Family Life Center • Criminon

**DISTRICT OF COLUMBIA PLAN OF WORK
MATRIX OF POPULATION AND CLIENTELE PROJECTIONS**

	White not of Hispanic origin	Black not of Hispanic origin	American Indian/ Alaskan Native	Hispanic	Asian or Pacific Islander	Male	Female
Potential Recipients	145,014 27.1%	327,081 61.1%	998 0.2 %	43,332 8.1%	17,503 3.3%	213,571 40.0%	320,357 60.0%

Plan of Work District of Columbia

OVERVIEW

The University of the District of Columbia (UDC) is the only totally urban Land Grant institution in the nation that has the sole responsibility of finding solutions to urban problems. The Agricultural Experiment Station (AES) conducts agricultural research on problems continuously encountered by urban residents in an attempt to develop sustainable urban agricultural systems for improvement of the economic and social welfare of urban families. The Cooperative Extension Service (CES) addresses the educational needs of its totally urban customers. The findings of the research performed by AES are disseminated to the public through CES programs. The Quality of life of the District's residents continues to be plagued with chronic problems related to infant mortality, teenage pregnancy, parenting, crime, drug abuse, youth-at-risk, public housing issues, entrepreneurial development, youth and family issues, food safety, nutrition, health, etc.

UDC/CES and AES have recently undergone a reorganization. The land grant and other outreach functions have been clustered into one unit under the leadership of a dean, who is positioned on the UDC's organizational chart at the same level with deans of academic units. This enhances the visibility of CES and AES within the University structure. The name of the new office is, "Community Outreach and Extension Services" (COES) which includes the following units:

- 1) Cooperative Extension Service
- 2) Agriculture Experiment Station
- 3) Water Resources Research Center
- 4) Family Life Center
- 5) Professional Counseling Education
- 6) Adult Education Services
- 7) Science and Engineering Center
- 8) College Preparatory Programs

Under the capable leadership of the Acting Dean of Community Outreach and Extension Services, Dr. Winson R. Coleman and the Acting Assistant Dean, Dr. Lillie Monroe-Lord, UDC/CES and AES have developed and/or implemented new initiatives which have already

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dramatically enhanced programs and project outcomes. These initiatives include a closer working relationship with the Association of Extension Administrators - 1890 Land Grant Universities, with the overall goal to develop joint education and research programs and to share educational resources. Additionally, CES has developed an agreement with the D.C. Public School System which has greatly enhanced the 4-H and Youth Development programs. These include, Agriculture in the Classroom, 4-H enrichment activities, youth gardening, Team Nutrition, Voyage Across Technology, LifeSmarts, and other extension-related activities. A new youth program soon to be implemented is "Project Learning Tree" (PLT).

CES is also involving high school students in research projects. Our efforts are highly supported by the Chief Executive Officer of the D. C. Public Schools.

During Fiscal Year 1998, UDC experienced an environment of shrinking budgets, massive readjustments and shifting of financial resources. As a result, CES has had to take a critical look at its programs, projects, and staffing in order to determine how to right size and best serve our customers with the limited amount of funds available. On February 11, 1998, CES and AES finalized its "Management Plan" for elimination of functions and positions in the two units. Although, the "Management Plan" was pending for several months, it was not implemented. But, the notion of "downsizing" had a profound impact on staff morale. However, CES and AES had to continue to find ways to provide enhanced needed educational opportunities to the residents of the District of Columbia, and continue to maintain the high quality, relevant, and unduplicated program efforts for our customers.

PLANNED PROGRAMS/PROJECT/ACTIVITIES

National Goals Implementation

The Five Year Plan of Work is based upon the five national goals established in the Cooperative State Research, Education, and Extension Service (CSREES) Agency Strategic Plan. In order for the total staff to understand the National Goals, a five-member Plan of Work Committee was appointed by the former dean and CES Director, Dr. Clinton V. Turner. The five-member committee consisted of Dolores Langford Bridgette, CES; Irvin D. Gordy, Aftercare Program; Juanita Hartsfield Hazel, CES; Lillie Monroe-Lord, Chairperson, CES; and Gloria Wyche-Moore, AES. The Committee met weekly for an eight-week period followed by a one-day training session for all staff. The Committee was charged with the responsibility of totally integrating all program components into the Plan of Work process.

The District of Columbia Five-Year Plan of Work, Research and Extension Priorities for Fiscal Year 2000 through Fiscal Year 2004 are:

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GOAL 1: To Achieve An Agricultural Production System That Is Highly Competitive In The Global Economy.

UDC does not currently have formal CES educational programs or any AES research projects under Goal 1. However, UDC plans to implement programs and projects during the five-year life of this Plan Of Work.

GOAL 2: A Safe, Secure Food And Fiber System

The programs developed to achieve Goal 2 include 1). Food Safety Education, 2). Food Safety Support for the Elderly, 3). D.C. Coalition for Food Safety Education, 4). Food Handler Education for Small Non-Commercial Service Agencies, 5). Pesticide Applicator Training, and 6). AES Research Project, "Post-Harvest Physiology of Fruits".

The Food Safety Education program provides education on safe food handling practices, food preparation and storage, correct temperatures for storage and reheating cold foods, poultry and seafood. Emphasis is placed on microbial activity, methods of bacterial transmission and growth, sanitation and hygiene, and Hazard Analysis, Critical Control Point (HACCP).

The Food Safety Support for the Elderly program is designed to provide the level of education and training in food safety necessary to expand the capacity of the DC Office of Aging, the State delivery agency of the Federal nutrition program for the elderly, to ensure that this at-risk population receives a higher quality of service and that the risk of food-borne illness is significantly reduced. HACCP food safety standards will be introduced to supervisory nutritionists, food handlers, and elderly consumers through a train-the trainers re-certification program. Research will be used to measure the effort of the curriculum on food safety practices of the elderly and their food handlers. A HACCP curriculum model will be provided to 65 food service agencies to ensure quality service beyond the scope of the project. CES will establish a Resource Lending Library and an Electronic Information Site to enhance the capability of the professionals, as well as, citizens in eldercare nutrition and food safety.

The D. C. Coalition for Food Safety Education program is designed to pull together the District's unique conglomerate of public, private, professional, technical, government and service organizations, food establishments and enterprises concerned with food safety. UDC is the most appropriate agency to coalesce this network to ensure the quality of food safety education in the Nation's Capitol. CES will assess the food safety needs of the network, publish a directory of assistance and handy reference on food safety, convene a statewide conference, and organize a state plan team on food safety.

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The Food Handler Education for Small Non-commercial Agencies is designed to provide food handler education for commercial and non-commercial audiences, including, a food handler certification training (train-the-trainer) program. It will involve an emphasis on development and implementation of a food handler certification program for an audience of food service supervisors recruited from a cross-section of small operations, primarily non-commercial, including: churches, caterers, health care facilities, daycare facilities, congregate meal sites, gleaning and food recovery programs, hospitals, food banks, soup kitchens, service clubs, and similar meals programs. Individuals trained, will in turn, provide training and education for a variety of audiences including youth, adults, senior citizens, food service workers and other relevant target audiences within their specific purviews. HACCP techniques will be covered in detail. A certification examination is administered at the conclusion of the class. Persons who pass the examination receive a certified card from the D. C. Consumer and Regulatory Affairs Office, that is valid for three years. Upon the expiration of this card, persons must take the Basic Course and repeat the sequence.

The University of the District of Columbia operates as the State training agency for many of the licensure programs in the District of Columbia. The Division of Continuing Education provides the Certification and Re-Certification Course in Food Sanitation required by District Law (District of Columbia Municipal Regulations, Title 23, Section 2600, Paragraphs 2601.1-2601.5). The content in this course focuses on a self-inspection process and demonstrates techniques to detect and correct potentially hazardous conditions.

The Pesticide Applicator Training (PAT) program provides pre-certification and re-certification training to private and commercial applicators, gardeners, volunteers, and regular customers. Private pesticide users are encouraged to be trained, especially for handling restricted use of pesticides. Also, the general public needs and wants pesticide information. Many District homeowners use pesticides in homes, gardens and on lawns to control pests. They need to be informed of the dangers, safety procedures, and the impact of pesticides on the environment. Also, some adults and youth can enhance their employment potential if they receive training and/or certification.

The AES "Post Harvest Physiology of Fruits" Multi-state Research Project investigates microbiological quality of fresh-cut produce which includes, tomatoes, green peppers, strawberries, cucumbers, and cauliflower.

GOAL 3: A Healthy, Well-Nourished Population

The key CES educational programs and AES research projects developed to achieve Goal 3 include 1). Nutrition, Diet and Health, 2). Call It Quits (Healthy Start Smoking Cessation), 3).

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Team Nutrition, 4). Professional Counseling Education, and 5). AES Research Project, "Nutritional Risk and Antioxidant Status in the Elderly."

The Nutrition, Diet and Health Program is designed to provide families and individuals with the tools, techniques and knowledge necessary to make decisions about nutrition, diet and health to meet the Dietary Guidelines for Americans, to reduce the risk of chronic disease, and to practice preventative health measures.

Calling It Quits (Healthy Start Smoking Cessation) is a program designed to reduce smoking in pregnant and postpartum women and persons living in their homes to educate them about the harmful effects of second hand smoke, and the need for fostering a support system for the individuals to remain smoke free.

Team Nutrition is a school-based nutrition education program. It is designed to empower schools to serve meals that meet the Dietary Guidelines for Americans and to motivate children to make food choices for a healthy diet; to help children and their families to expand the variety of foods in their diet; to add more fruits, vegetables and whole grains to the foods they already eat; to construct a diet lower in fat; and to make all public schools Team Nutrition Schools.

The Professional Counseling Education Program educates individuals to become Certified Addiction Counselors (CACs) and provides educational support to persons in recovery from addiction, to become healthy and productive members of the community.

"Nutritional Risk and Antioxidant Status in the Elderly," formerly the "Assessment of Nutritional Risk in the Elderly," is a Multi-state Research project of AES. The project was extended until Fiscal Year 2004. The project is designed to improve methods of assessing dietary patterns and nutrient intakes of the elderly. The project also focus on antioxidant compounds in the diet and the body.

Partnerships with public and private community-based organizations and agencies within the Metropolitan Area remains a standard practice for the delivery of nutrition information to customers. These relationships allow CES to enhance the nutrition education needs of its customers and to add value to the education provided by other agencies.

GOAL 4: To Achieve Greater Harmony (Balance) Between Agriculture And The Environment

Key CES educational programs addressing Goal 4 include: Agriculture in the Classroom; Voyage across Technology; Project Learning Tree; Master Gardener/Volunteer Training; Natural

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Resources and Environmental Education; Arbor Day observance; and Water Resources Research Center, AES projects include: (1) implementing a strategic plan for professional development training efforts for sustainable agriculture in urban areas; (2) water quality and remote sensing of the Anacostia-Potomac River Watershed; (3) a study of the effects of using organic wastes as soil amendments in urban horticulture practice in the District of Columbia; (4) a study of the control of cowpea pests through natural, chemical and pest management programs and amended with Biosolids Compost; (5) a study of nodulation in *Vigna unguiculata* with rhizobium or bradyrhizobium after treatment with biosolids; (6) testing of sustainable low-input cropping systems for urban gardens in the District of Columbia; (7) a study of the fate and toxicity of triorganotin compounds in the District of Columbia waterways; (8) a turf grass project; (9) partnership with American Forest Foundation; and, (10) operation of a regional grow-out station tree nursery.

The Agriculture in the Classroom Program was designed to provide students with an understanding of the connection between agriculture and natural resources; to provide an interdisciplinary agriculture curriculum that was integrated with mathematics, science, and technology; and to enhance the understanding of agriculture and its role in the conservation of natural resources and the production of food.

The Voyage Across Technology is a Multi-State Extension Program which includes Maryland and Virginia. The program is designed to develop inter-active Internet Learning Modules for students in grades K through 12.

Project Learning Tree (PLT) is a targeted initiative designed to provide urban educators and their students with quality environmental education and involve them in environmental community action projects. This project will use existing national and state networks of the PLT in the City Programs to build partnerships with community leaders and organizations. These partners in turn assist in recruiting community organizers, developing an urban steering committee, and identifying volunteers and educators to provide and take part in training. In addition, the local partners will help the project sustain the initiative beyond the initial funding period. This role has been traditionally filled by urban organizations such as community colleges, universities, African-American/Asian/Hispanic special interest groups, school districts, and local businesses.

The Master Gardener/Volunteer Training program is designed to meet the increasing interest in gardening and other related horticultural activities of DC residents. Volunteers were trained in the effective growing of plants. Trainees completed 60 hours of classroom training. Upon completion of the training, each volunteer completed 60 hours of community service to fulfill requirements to become a certified volunteer gardener.

The Natural Resources and Environmental Education program is designed to educate the public on how to protect and improve the environment for a better quality of life.

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Earth Day/Arbor Day is observed annually, through a comprehensive extension, research and Higher Education expo designed to foster youth interest in arboriculture and trees.

The Water Resources Research Center (WRRC) is designed to develop and/or contribute to systems that protect natural resources and the environment; to promote the awareness and understanding of issues and policy options on urban water supplies, waste water, and the environment in DC and other urban and related regional watersheds; to develop new scientific understanding and new or improved technologies, and to provide resolution of problems, by undertaking innovative projects on urban water supplies, waste water, and the environment in DC and other urban and related regional watersheds and by disseminating their results; and to foster research interest in water resources fields and to provide training experiences for future scientists, engineers and other water resource professionals.

Under the auspices of AES, a strategic plan for professional development and training efforts is implemented. The focus of the plan is sustainable agriculture in urban areas, which is designed to increase community participation by researchers and extension specialists in activities of concern to District residents.

The "Water Quality and Remote Sensing of the Anacostia-Potomac River Watershed Project" introduces high school students to the latest techniques and technologies ground-based water sampling. The project also investigates water quality assessment and satellite remote sensing as it relates to water pollution. Students analyze, compare, and correlate data via computerized statistical analyses.

The "Effect of Using Organic Wastes as a Soil Amendment in Urban Horticulture Practices" in the District of Columbia" is designed to determine the effects of composed organic wastes as soil amendments in helping to alleviate some of the adverse environmental problems caused by accumulated leaching and runoff of nitrate and phosphate fertilizers in our local waterways.

"Control of the Cowpea Pest Through Natural, Chemical, and Pest Management Programs" study compares the impact of three IPM practices. Natural, chemical and pest management controls on insect pest numbers and yield performance in the cowpea *Vigna unguiculata* cv "Pinkeye Purple Hull" and the "California Blackeye Pea No. 5." Growth and yield performance include the number of pods produced, shoot yield, grain weight and percent of seeds damaged by pod sucking bugs.

Modulation in *V. unguiculata* with *Rhizobium* and *Bradyrhizobium* is designed to examine modulation at the cellular level in *V. unguiculata* and to determine the onset of production and the location of early nodulins in nodules formed on *V. unguiculata* roots from the biosolids amended

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soil, using insitu hybridization studies.

The Urban Gardening Project in the District of Columbia is conducted to gather information on the status of urban gardening in the Washington Metropolitan area.

A "Sustainable Low-Input Cropping System for Urban Gardens in the District of Columbia" is a research project that emphasizes an environmentally friendly production system through sequential and itner-cropping techniques. The aim of this project was to maximize production of garden units by increasing the number of species that could be planted in the same area at the same time and prolong the use of garden plots by planting more than one crop per season.

"The Fate and Toxicity of Triorganotin Compounds in the District of Columbia Waterways" investigates the environmental fate of triorganotins that leached in the aerobic and anaerobic sediments of DC waterways and determines the toxicity of these compounds on the aquatic biota.

"The Turfgrass Research Project" is a partnership with the LOFTS SEED, Inc. It conducted research on various turf seeds and determined the best conditions of growth in the sun and shade.

An AES partnership with the American Forest Foundation conducts ground surveys of vegetation at 10 sites in the District of Columbia. The students will be trained in the use of a Geographical Information System (GIX) city green software for inputting data gathered from local sites and utilize this information for mapping, measuring, and analyzing urban ecosystems and their value.

The Regional Grow-Out Station Tree Nursery is also a partnership with the National Tree Trust, whereby a hardwood tree nursery consisting of containerized tree seedlings and medium sized trees were established at the Agricultural Experiment Station's farm site. The nursery supported local and federal governments, non-profit and volunteer organizations, parks, recreational areas, and local homeowners.

GOAL 5: To Enhance Economic Opportunities And The Quality Of Life Among Families And Communities

The emphasis of Goal 5 is the enhancement of the economic opportunities and the quality of life among families and communities. Efforts to address this goal are undertaken by the following programs: UDC Family Life Center, 4-H and Youth Development, Community Economic Development, LifeSmarts, Family Resource Management, Family and Community Education, Parenting Education, Home Repair and Energy Conservation, Healthy Indoor Air Quality, Criminon, and Ferebee Hope Vocational Skills Training and Retraining.

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The UDC Family Life Center is designed to stabilize families by providing comprehensive home-based case management, and specific substance abuse counseling and referral education, life skills education, academic enrichment education, and educational materials on local community prevention services and resources in the community.

The goal of the Family Resource Management program is to provide information to clientele about our nation's economic system and, to teach skills and techniques in obtaining, maintaining, and repairing their credit to empower them with the necessary tools to acquire affordable housing and/or to allow them to pay reasonable costs for the goods and services they purchase. These programs are designed to provide District residents with consumer knowledge and skills needed for making informed financial decisions.

The indoor air quality program is designed to educate consumers about improving the quality of indoor air, while the home repair and energy conservation program provides hands-on opportunities for remediating minor home repair and energy conservation tasks, such as repairing leaky faucets and wall repairs.

The Center for Cooperatives and the Home-Based Business programs are designed to help limited resource individuals and families gain financial independence through employment and collaboration.

LifeSmarts, a consumer education program, is designed to provide opportunities for young people to learn more about personal financial management, environment and technology, consumer rights and responsibilities, and health and safety.

The Parenting Education Program is designed to provide parents with knowledge and skills that result in improvements in family relationships, and that assist parents in preparing their children to exhibit greater control over their behavior.

Ferebee Hope Skills Training and Retraining program is designed to provide education to welfare customers and other adults on barbering and computer skills training. This program was initiated in January 1998, through a grant from the Vocational Office of the District of Columbia Public Schools. The funds were from the Carl Perkins Vocational Education Grant of the U.S. Department of Health and Human Services.

The Criminon Program is an attempt to provide the type of "...needed education that provides necessary amenities for (crime prevention) and increases the capacity of families and individuals to improve their economic and social well being." This program emphasizes a character education curriculum that promotes values, good citizenship and social skills.

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The Community Economic Development program is designed to improve the economic well-being of District residents, their families, and communities through business and economic development. Through this program, District residents will be educated for the demands of business ownership, to participate in community development issues, and to become involved in community policy decisions.

The DC Family and Community Education program will train District residents in leadership development and public policy education, to assist them in strengthening their own communities, as well as, themselves.

Finally, 4-H based programs, activities, and clubs will provide technical assessments in assisting youth to get involved in 4-H Cooperatives, cultural heritage clubs, entrepreneurship and/or other components not limited to cultural exchange business clubs. 4-H will create supportive environments for culturally diverse youth to reach their fullest potential. 4-H will serve the District's youth in a variety of methods, such as organized 4-H clubs, summer enrichment programs, special interest groups, individual study programs, and instructional TV programs. Additional activities include, the National 4-H Conference, National Youth Congress, Project Safenight, D.C. Reads, and the UDC 4-H City Fair.

Plans are currently in development to establish a local 4-H Center in the District of Columbia, in partnership with local church groups and community members. The center would be housed in a university building and would serve as a facility for 4-Hers who reside in or visit the Metropolitan area, to conduct 4-H projects, activities, fund raisers, and community service activities.

The Sustainable Agriculture program is designed to train CES and AES staff and professionals in sustainable agriculture.

STAKEHOLDERS/CUSTOMERS INPUT PROCESS

Stakeholders help CES and AES to identify critical urban issues and determine educational programs and research projects to address these issues. Stakeholders are consulted during our regularly scheduled meetings. CES uses an open and fair process to seek stakeholder's input. During the two-day activity, stakeholders/customers provide CES with information on the types of programs needed and where these programs should be located with special emphasis on underserved and underrepresented individuals, groups, organizations and communities.

Also, as part of CES's ongoing program review process, and to ensure that the best possible programs were being delivered for the amount of money spent, UDC/CES engaged in a process

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called "Moving to Higher Ground: A Framework for Ending and Enhancing Extension Programs and Activities." The "Moving to Higher Ground" process was initiated in the Cooperative Extension System in 1991 by the Virginia Cooperative Extension Service at Virginia Polytechnic Institute and State University, Blacksburg, Virginia, and by Virginia State University, Petersburg, Virginia.

The "Moving to Higher Ground" process consisted of four activities: (1) Formation and Functions of the Transition Management Team, (2) Dialogue on Organizational Capacity, (3) Ranking and Targeting, and (4) Managing Phase Out and Spin Off. The process as implemented in the District of Columbia included three of the four components, and excluded the Dialogue on Organizational Capacity. We decided not to implement this activity since we have already made the decision to proceed with the "Moving to Higher Ground" process, and the process was necessary due to shrinking financial resources.

A three-member Transition Management Team (TMT) was formed representing a broad cross-section of staff. Nominations were made by staff. The Director appointed the TMT and chairperson. The three-member TMT consisted of Samuel W. Robertson, Chairperson and Extension Agent, Community Resource Development; Juanita Hartsfield Hazel, Management Information Specialist/EEO Monitor; and Lillie Monroe-Lord, Extension Specialist/Nutrition. Meeting one day a week for a thirteen-week period, the TMT guided UDC/CES through the implementation of the "Moving to Higher Ground" Framework.

Approximately seventy-five (75) stakeholders and customers District-wide were invited to participate in the process of CES program reviews.

During the Ranking and Targeting phase, program profiles were developed for each program and activity. Individuals (stakeholders, customers) were identified and invited to participate in a two-day ranking and targeting event. Each profile was ranked on three components: program attractiveness, competitive position and alternative coverage. At the end of the event, CES had a listing of programs and activities that were candidates for phase-out, a listing of programs and activities that were candidates for spin-off to other organizations and agencies, and a listing of programs and activities that were candidates for continuation and/or enhancement. The initial list included, sixty (60) programs and activities of the UDC Cooperative Extension Service. Prior to the Ranking and Targeting Activity, the program/activity profiles were reduced from 60 to 28. This reduction was twofold; involving (1) a review process, whereby similar programs and activities were collapsed into a single profile, and (2) the University's reduction-in-force.

The "Moving to Higher Ground" at UDC/CES was a public participatory process that involved clientele/users, stakeholders/partners/collaborators, community leaders, Advisory Neighborhood Commissioners, University officials, CES staff, the Extension Leadership Council, the Mayor and Members of the City Council, and youth, who reviewed all programs and activities.

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The Ranking and Targeting Committee concluded with decisions that determined which programs and activities should be phased out, which ones should be spun off to other organizations and agencies, and which ones should be continued and/or enhanced for better programmatic results. Thirty-nine (39) stakeholders/customers participated with UDC/CES in this process. UDC/CES programs/activities were further reduced from 28 to 23 during the ranking and targeting activity. The successful twenty-three (23) programs/activities which fit within the five Government Performance and Review Act (GPRA) goals are UDC/CES programing priorities.

AES uses a similar stakeholder input process that is discussed fully as part of each of the individual research project plans.

Prior to October 1, 1999, CES and AES will implement a new stakeholders/customers input process which will include combined efforts.

PROGRAM REVIEW PROCESS

CES uses a merit review for its educational programs. The merit review process is included as a part of the stakeholders input process. This review process is discussed under the stakeholders input process. AES uses a scientific peer review process. This process is discussed under each of the planned research project description.

MULTI-STATE RESEARCH AND EXTENSION ACTIVITIES

The multi-state extension activities include, collaboration with the 1890 Institutions and Tuskegee University in the development of a fifth region strategic plan. Discussions are currently on the way for creating a system-wide organizational structure that supports multi-state and multi-institutional programming to address relevant issues of common concern to our population groups. A two-day retreat was held at Tuskegee University, 1999 for the sole purpose of examining the programs currently being offered throughout the 1890 system and the University of the District of Columbia. We looked at the collective strengths of our institutions in order to determine which programs could best be offered across the 1890 region cooperating with the University of the District of Columbia, to include, common educational curricula and data collection and evaluation instruments.

UDC/CES will participate in the Families First Nutrition Education Wellness System (FF NEWS) multi-state project with the 1890 Institutions, the University of Maryland on Food Safety Education programming, and the tri-state Voyage Across Technology project with the University of Maryland and Virginia Polytechnic Institute and State University.

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AES participates in the N.E. Multi-State Research Projects (NE-172 and NE-103), and collaborates with other states and institutions. The states, institutions and agencies involved are listed as part of each of the planned research project description.

INTEGRATED RESEARCH AND EXTENSION ACTIVITIES

CES and AES have six integrated research and extension activities, one under Goal 2, one under Goal 3, three under Goal 4, and sustainable agriculture. These activities are listed as "Integrated Research and Extension Activity" in the body of the Plan of Work.

FUNDING

Funding for UDC/CES educational programs and AES research projects over the next five years remains a major challenge. The reauthorization of the Agricultural Research, Extension and Education Reform Act (AREERA) of 1998 has had a devastating impact on UDC. The University has been placed in a suspended position insofar as it not been included among the 1862 institutions eligible for funding under the Smith-Lever Formulas 3 (b) and 3 (c), Smith Lever 3 (d) programs, penalty mail, facilities, and other extension programs. UDC has also been excluded from receiving increases in funding when all other land-grant institutions, 1862, 1890 and 1994, are so awarded by legislative action.

UDC has not been identified among the 1862 and 1890 institutions who will be allowed a waiver for FY 1999 and percentage adjustments to meet matching requirements in FY 2000 and beyond. AES will experience even greater difficulty attempting to meet the matching requirements at a 100% level for FY 1999 and beyond. UDC's unique status as a state university with state related education responsibilities, but with minimal outside or independent resources available to pull from for matching funds, further handicaps its ability to meet fully matched funds under all federal requirements for programs and activities.

UDC is currently seeking eligibility to participate under the *Hatch and Smith-Lever Acts* federal matching formula funds in the same manner that 1862 territorial institutions such as Puerto Rico, Guam, American Samoa, Micronesia, Virgin Islands and Northern Marianas participate. These designated institutions are permitted to engage in a special funding structure. Similar to land grant institutions, we request a matching formula of 30% for FY 2000, 45% for FY 2001 and 50% for FY 2002, and thereafter.

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Without special financial assistance, or modification under this provision of the Act, UDC would be significantly limited in its ongoing research, extension and education activities currently conducted by the University.

At this time, we are seeking a legal opinion to determine the University's right to participate in the grant match formula that we so desperately need to adequately deliver Extension programs in the District of Columbia.

The information above provides an overview of the District of Columbia 2000-2004 Plan of Work.

Respectfully submitted,



Lillie Monroe-Lord

Acting Assistant Dean

Community Outreach and Extension Services

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Summary

COST ESTIMATES FOR ALL PROGRAMS

Extension

Year	Federal	State	Local	Other
1999	1,703,980	1,010,360	0.0	82,685
2000	1,935,980	1,032,760	0.0	87,685
2001	1,935,980	1,032,760	0.0	87,685
2002	1,935,980	1,032,760	0.0	87,685
2003	1,935,980	1,032,760	0.0	87,685
2004	1,935,980	1,032,760	0.0	87,685

Research

Year	Federal*	State*	Local	Other
1999	170,051.50	170,051.50	0.0	24,500
2000	170,051.50	170,051.50	0.0	24,500
2001	170,051.50	170,051.50	0.0	24,500
2002	179,763.00	179,763.00	0.0	24,500
2003	140,952.20	140,952.20	0.0	24,500
2004	96,296.00	96,296.00	0.0	24,500

*Subject to revision

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Higher Education

Year	Federal	State	Local	Other
1999	0.0	0.0	0.0	0.0
2000	0.0	0.0	0.0	0.0
2001	0.0	0.0	0.0	0.0
2002	0.0	0.0	0.0	0.0
2003	0.0	0.0	0.0	0.0
2004	0.0	0.0	0.0	0.0

FTE Estimates for all Programs

Extension

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999	27.10	0.0	0.0	10.00	0.0	0.0
2000	30.40	0.0	0.0	10.00	0.0	0.0
2001	30.40	0.0	0.0	10.00	0.0	0.0
2002	30.40	0.0	0.0	10.00	0.0	0.0
2003	30.40	0.0	0.0	10.00	0.0	0.0
2004	30.40	0.0	0.0	10.00	0.0	0.0

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Research SYs Only

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999	7.3	0.0	0.0	3.2	0.0	0.0
2000	7.3	0.0	0.0	3.2	0.0	0.0
2001	7.3	0.0	0.0	3.2	0.0	0.0
2002	7.3	0.0	0.0	3.2	0.0	0.0
2003	7.3	0.0	0.0	3.2	0.0	0.0
2004	7.3	0.0	0.0	3.2	0.0	0.0

Higher Education FTEs

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999	0.0	0.0	0.0	0.0	0.0	0.0
2000	0.0	0.0	0.0	0.0	0.0	0.0
2001	0.0	0.0	0.0	0.0	0.0	0.0
2002	0.0	0.0	0.0	0.0	0.0	0.0
2003	0.0	0.0	0.0	0.0	0.0	0.0
2004	0.0	0.0	0.0	0.0	0.0	0.0

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

Overview

The University of the District of Columbia (UDC) does not have any formal educational programs or research projects under Goal 1 during Fiscal Year 1999. However, UDC plans to implement programs/projects during the five year life of this Plan of Work.

Educational programs in the Cooperative Extension Service (CES) and the research projects in the Agricultural Experimental Station (AES) which address Goal 1 included the Supplemental Food Program for Women, Infants, and segments of "At Your Service" re-runs; and the Asiatic Clams Research Project.

The WIC Farmer's Market Nutrition Program increased the demand for fresh produce by providing fresh fruits and vegetables through WIC vouchers for women and children who were nutritionally at risk. The program expanded customers awareness and use of farmer's market and farm stands in the District of Columbia. The WIC Farmer's Market Nutrition Program also provided nutrition education to market customers with an emphasis on WIC and food stamp users. The program was discontinued during Fiscal year 1998, because UDC/CES was unable to identify a sponsor to provide the non-federal matching funds required by USDA.

The Consumer and Health Affairs Television Programs helped to increase producers awareness and understanding of producing agricultural commodities. The programs used agriculture and horticulture experts from the Cooperative Extension Service and private industry to instruct the public in this area. Examples of programs used to this end include, but were not limited to, "Hydroponics: A Better Understanding," "Soil Conservation and Testing," "Genetically Engineering Your Food Supply," and "Organically Grown." Other programs examined the efficacy of organically grown produce. These programs explored the reasons and manners in which organic food production were used, as well as how food producers improved the safety of the food supply by using the organic example. This not only informed the public but informed food growers about how they might better accomplish this task, as well. Using experts from USDA, FDA, Food Producers, etc., other programs informed food producers of novel ways of ensuring the safety of the supply. The program was also discontinued in Fiscal Year 1998. Due to severe budget problems, UDC sold its radio station and had to close its television station.

The Asiatic Clams research project sought to develop aquiculture fresh water ponds for raising Asiatic Clams in order to help establish a legal market for the sale of these clams in the U. S. These clams were the only fresh water aquiculture clam species available. A survey of Asian restaurants and markets in the District of Columbia Metropolitan Area revealed that 44% of those

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surveyed showed an interest in using the clams in their establishments. The responses from small suburban restaurants who serve Chinese cuisine and who predominantly serve Asian customers, were up to 58%. Due to limited research dollars, this project was not refunded in Fiscal Year 1999.

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GOAL 2: A SAFE, SECURE FOOD AND FIBER SYSTEM.

Overview:

Food safety and quality continue to be of public concern. It is estimated that a minimum of 6.5 million people suffers from food borne illnesses each year in the United States. (1, 2) The Centers for Disease Control and Prevention (CDC) estimate the incidence to be as high as 81 million cases per year, and the economic cost may be as high as \$22 billion annually in health care expenditures and lost productivity. (2) the deaths from these illnesses may be as high as 9,000 each year. (1, 3, 4) Analysis of CDC Data shows approximately 79% of food borne illness outbreaks are the result of improper food handling in food service establishments. The most common problems associated with food borne illnesses include improper storage and handling, inadequately cooking, improper refrigeration, and poor personal hygiene. Certain individuals are more vulnerable to food borne illness and unsafe food handling practices. Among those at high risk from the disease are infants and children, pregnant women, the elderly, and persons with weakened immune systems. Food borne illnesses may lead to serious chronic or life-threatening diseases.

The Centers for Disease Control and Prevention reported on the surveillance for food borne disease outbreaks in the United States 1988-1992, that a total of 2,423 outbreaks of food borne diseases caused 77,373 persons to become ill. (2) Foods that are potentially hazardous are usually high-protein foods of animal origin such as beef, poultry, fish and shellfish, eggs and dairy products. (5) Approximately one third of all meals are eaten away from home, and prepared in commercial and institutional establishments.

Changes in consumer attitudes and lifestyles create conditions that have increased in the incidence of food borne illness. The desire for convenience has led to the wide availability of timesaving, pre-cooked and refrigerated foods which easily become hazardous when not handled properly. The most commonly reported food borne illnesses are caused by bacteria which can double in population every 10 to 30 minutes.

While the food borne illness statistics for the District of Columbia are unavailable, some experts believe they closely parallel those reported by the CDC.

In the District of Columbia, the elderly population accounts for 103,000 or 17%. For every sixth resident one person is elderly. The elderly income status is second only to children under the age of 18 with regard to the percentage of those in poverty. Many households have two of the poorest income groups residing in the same home, grandparents and grandchildren. The elderly suffer disproportionately from heart disease, cancer, diabetes, hypertension, and obesity in comparison to the rest of the population. Approximately 56% of the District's seniors require a special diet. The elderly experiences difficulty in fulfilling their nutritional needs for several

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reasons: To begin, economics, lack of transportation to grocery stores, the inability to prepare their own meals, and poor appetite are just a few examples. Due to these problems, 2,832 elderly residents receive home-delivered meals, and 9,858 receive their meals through congregate meal programs. Congregate meal sites are ideal for educating seniors at the point of consumption. Food and drug interactions are a critical issue for the elderly in the District of Columbia. Many elderly persons take multiple medications in high doses, often as many as 20 tablets a day. This increases their potential for dangerous food and drug interactions as well as food safety issues. The Hazard Analysis Critical Control Point System (HACCP) of food safety is a key component of this goal.

The programs developed to achieve Goad 2 include 1). Food Safety Education, 2). Food Safety Support for the Elderly, 3). D. C. Coalition for Food Safety Education, 4). Food Handler Education for Small Non-Commercial Service Agencies, 5). Pesticide Applicator Training, and 6). AES Research Project, "Post-Harvest Physiology of Fruits".

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GOAL 2: A SAFE, SECURE FOOD AND FIBER SYSTEM

EXTENSION PROGRAM: Food Safety Support for the Elderly

Statement of Issue(s):

Most of the food sold in American markets and served in U.S. homes and eating establishments is perfectly safe. However, according to The Council for Agricultural Science and Technology (CAST), approximately every second of every day, someone is stricken with food poisoning. CAST estimates that as many as 33 million Americans suffer from food-borne illnesses each year, with an annual death toll of 9000. The Food Safety and Inspection Service estimates that food-borne illnesses affect as many as 81 million Americans a year.

The General Accounting Office estimates that food poisoning costs the U.S. economy up to \$22 billion annually in health care and lost productivity. Cost-of-Illness analyses do not always reflect additional losses to society such as 1) pain, suffering and loss of leisure time, 2) loss of business and legal costs involved, 3) self-protective behavior of consumers and industry, or 4) government resources spent on investigating disease outbreaks. Populations most at risk for contracting food-borne illnesses are infants, children, pregnant women, immuno-compromised persons, and the elderly.

CDC's Dr. Patricia Griffin (Washington Post Parade Magazine, October 19, 1997) explains that, "Pathogens become food-borne in various ways. On crops, contamination comes from the use of untreated water for irrigation or from fertilizers containing the organisms. Cattle feed often includes animal parts and waste matter that are contaminated. Cattle carry salmonella and E. coli in their feces. When they are slaughtered, the material in their intestines and hides can get on the meat. Poultry producers put a batch in cold water. If one is contaminated, the water spreads bacteria to all the poultry."

Microbial contamination is the largest current threat to food safety. Although juices, mesclun lettuce mixes, fruits, dairy products, drinking water and other foods have been implicated in disease outbreaks, undercooked and underprocessed ground beef has caused the most problems in food-borne illness.

Although many of the pathogens are already present at the processing stage, the largest number of illness outbreaks have been linked to improper handling during preparation. Studies at the Centers for Disease Control estimate that approximately 79% of food-borne illness outbreaks are the result of improper food handling in food service establishments. Problems most commonly associated with food-borne illnesses include, improper storage and handling, inadequate cooking, improper refrigeration, and poor personal hygiene.

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Food Marketing Institute's 1997 Trends Survey indicates that consumers continue to have misconceptions about food safety. Sixty-nine percent (69%) of the consumers surveyed considered food spoilage to be the greatest food safety threat and only 17% cited bacterial contamination. In reality, the most commonly reported food-borne illnesses are caused by bacteria which can double in population every 10 to 30 minutes.

As trade between nations increases, food-borne disease is expected to rise. The incidence of food-borne illness has also increased with conditions created by changes in consumer attitudes and lifestyles. Approximately one-third of all meals are eaten away from home. The desire for convenience has led to the wide availability of time-saving, pre-cooked and refrigerated foods which easily become hazardous when not handled properly.

Our 100-year-old "sniff and poke" food-inspection system is no longer efficient or effective. Both Federal and public agencies such as the National Food Processors Association are spending billions to develop sophisticated technology to ensure food safety. Health experts say hygiene and thorough cooking can prevent illness. They stress hand-washing, rinsing of produce and avoiding contact between raw meat and other foods (Parade Magazine, 1997).

USDA has created a monitoring mechanism titled, "Hazard Analysis and Critical Control Point (HACCP)" system which identifies key control points in food processing - such as grinding and cutting - to prevent contamination. Each food processing plant is now required to create and implement its own control measures to prevent bacterial hazards. USDA is working to eventually put this system in place everywhere where food is being handled, even at the consumer levels.

Food-borne illness still remains the greatest of all food safety threats. Chemical residues on food represent the biggest unknown in food contamination. It has been found that food imported from underdeveloped countries, such as Mexico, may be grown with water containing dangerous contaminants from untreated sewage. The Environmental Protection Agency has begun to investigate the effects of pesticides on the human body, while environmental groups such as Pesticide Action Network of North America, continue to advocate for consumer safety.

New technology, safety programs and science-based regulation now protect food up to the point of purchase. At this point, food safety becomes the consumer's or food service facility's responsibility. Evidence from the Center for Disease Control and Prevention indicates that a substantial portion of food-borne illness is entirely preventable.

A most important part of the answer lies in increasing effective food safety education for those who handle and serve food as well as those who are consumers of food. The message is simple and essentially the same for everyone, whether they are at the preparation, serving or consumption level: 1) sanitize food preparation areas, 2) sanitize utensils, 3) wash hands properly, 4) sanitize

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spills, and 5) wash fruits and vegetables.

Populations most at risk for contracting food-borne illnesses are infants, children, pregnant women, persons with weakened immune systems, and the elderly. Although there are presently few figures to document the incidence of food-related diseases in the District of Columbia, the area does have its share of threats and outbreaks. Christmas 1998, in the Washington Metropolitan Area, hundreds of elderly people and children were stricken and some died after consuming contaminated meatloaf while attending the holiday function at a local church.

Nearby Maryland is one of the states reported by the CDC to have experienced illness from the Bill Mar Foods listeria outbreak last year. An elderly woman from Baltimore was hospitalized in November 1998 from the infection. This program focuses on the population of older adults who receive nutrition services under the Elderly Nutrition Program (ENP) authorized by Title III-C of the Older Americans Act of 1965 in the District of Columbia.

Approximately 56% of the District's seniors require a special diet. The elderly experience difficulty in fulfilling their nutritional needs for a number of reasons, namely economic, lack of transportation to grocery stores, inability to prepare their own meals, and poor appetite. Many elderly take multiple medications in high doses, ranging up to 20 tablets a day, increasing the potential for dangerous food and drug reactions and food safety issues.

For elderly people, nutrition can be especially important, because of their vulnerability to health problems and physical and cognitive impairments. The elderly in D.C., as in the total population, suffer disproportionately from heart disease, cancer, diabetes, hypertension, and obesity in comparison to the rest of the population. A widely used measure of disability among the elderly is the degree of functional limitation or difficulty individuals experience in performing personal care and home management activities. According to the 1990 Census, 19.4% of DC elderly had a mobility and/or self care limitation.

Of the 39,111 elderly persons using one or more services provided by the DC Office on Aging, the majority used in-home support (homemaker, home health aide, visiting nurses and telephone reassurances), senior center services, congregate meals, home delivered meals and transportation.

Other services available included: assistive technology equipment; geriatric referral services; day care; literacy programs; employment and training; alzheimers program; exercise programs; respite care; emergency shelters; minor home repairs; services for the blind, visually impaired, deaf, and hard of hearing; legal services; a long-term care ombudsman program; long-term care training; group homes; nutrition counseling; nutrition education; outreach; health care; insurance counseling; public benefits information; printed materials; and recreational, artistic, cultural and volunteer

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activities.

A study prepared for the OA by Savant Inc. on "Consumer Use of Services for the District of Columbia for the Years 1980, 1990 and 2000" expects the demand for seven surveyed services to increase. They are personal and health care, physical therapy, continuing supervision, health check, housework and meal delivery services.

The most comprehensive review of research regarding nutrition education for older adults was conducted by Susan Maloney and Sara L. White for USDA in 1994 (USDA, Nutrition Education for Older Adults: A Review of Research). They found that research elements of programs conducted in the community were given less emphasis than the service components, a reflection of the priorities of the funding sources (Rakowski, 1992). Maloney and White also found that most discussion of diet in the aging population focuses on the extent of malnutrition and deficiencies rather than the prevalence of dietary practices that contribute to chronic disease.

There is an overriding need for studies to identify factors that cause changes in dietary practices. Studies of this nature are scarce for the older population. Fischer et. al (1991) concluded that nutrition education should focus on positive messages that are age-appropriate, practical, and achievable. Yea and Weaver (1994) have identified the importance of health promotion that encompasses the health beliefs and practices of ethnic minorities.

Title III-C Nutrition Program legislation requires that a minimum of two nutrition education sessions per year be provided to program participants. Few evaluations of these programs have been reported. The most comprehensive evaluation, a 1983 study by AoA found that nutrition education activities offered by meal sites have no discernible impact upon participants' dietary intakes away from the site (Kirschner, 1983).

Fifty-eight percent of Cooperative Extension personnel working with the elderly reported teaching food safety in congregate nutrition sites (Newhouse, et. al., 1989). Only 16% said their programs had been evaluated. This study found that despite the use of some different approaches, extension personnel largely employ their traditional instructional methods. The investigators conclude that there is a need for new models and innovative approaches for nutrition education and evaluation.

The use of computer technology to provide easier access to health information and services is being promoted in worksites and schools. There is an increase in recommendations for use of computers to enhance learning and functional performance as a strategy with the elderly (OTA, 1985). There is a rapid expansion of computer networks for seniors. This is evidence of seniors' interest in and enthusiasm with computer technology.

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According to the Census Bureau and the DC Office of Planning, there are 96,585 persons 60 years and older, which represents 17.8 percent of the total District population. About one of every six District residents is a senior citizen (Source: DCOA, D.C. Y2K State Plan on Aging, Fiscal Years 1998-2000, 1997). In 1997, seniors represented 12.7 percent of the population in the United States (Source: AARP, AoA, A Profile of Older Americans, 1998).

All services to the elderly are coordinated through the D.C. Office on Aging. The Office on Aging and its Senior Service Network provided one or more supportive services to 43,463 elderly District residents during Fiscal Year 1998.

A majority, 68% of the District's elderly is Black. The remaining two percent are Hispanic, and one percent, Asian/Pacific Islanders. Native Americans numbered 671. In 1997, Blacks made up 15% of the national population of the elderly. While the national percentage of White elderly is approximately 90, only thirty percent of the District's elderly are White.

After age 60, a person's income drops substantially due to retirement. However, the economic status of the elderly in the District of Columbia is far more varied than that of any other age group. While some older persons have substantial resources, others have none (D.C. State Plan, p. 16). The 1990 median income for all residents in the District was \$31,088. The median income of District elderly heads of household was \$21,388, 68% of the city total. The median income for senior heads of household in the U.S. was more than nine thousand dollars higher at \$30,660. The median income of all elderly persons (60+) in the District was \$13,242. The median income of elderly males living alone in D.C. was \$14,255 while that of elderly females living alone was \$12,902.

Over the period 1994-1996, the District of Columbia had the highest number of elderly (65+) living in poverty of all states at 20.2%. This rate was followed by South Carolina at 17.9%, Louisiana at 17.8%, and Tennessee at 17.7% (AARP, OoA, 1998). Older Washingtonians have lower incomes than any other adults in the city, second only to children (under 18) in terms of the age group with the largest number in poverty. The 1990 Census had 16,337 elderly living in poverty. Elderly black men and women living alone are considered to be the most economically vulnerable in the population. Almost one out of every two were classified as at or below the poverty line.

The DCOA targets the use of its resources on a citywide basis specifically on behalf of those senior citizens who can be defined as socially and economically disadvantaged. The Federal definition of that term in Section 102(a)(29) and (30) of the Older Americans Act Amendments of 1992, P.L. 102-375 states, "The term 'greatest economic need' means the need resulting from an income level at or below the poverty line." Currently the elderly population being served by the

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DCOA includes 84% minority group members and 85% low-income residents. The DCOA Intake Form identifies the applicant's income status.

Of the total elderly population in the city in 1990, a large portion is on fixed income and seeking other means to supplement their income. There were 24,613 (23.8%) seniors in the labor force. Seniors, particularly Blacks, have been a body of disadvantaged workers due to their lesser educational backgrounds. They make up 69% of seniors looking for employment.

Nutrition services delivered through the DCOA include: Home Delivered Meals, congregate Meals, Nutrition Counseling, and Nutrition Education. The Nutrition Education program is the point at which the project will intervene to expand the capability of the Office on Aging to provide education on food safety for this at-risk population. While nutritionist supervisors are required to conduct at least two nutrition education sessions per year, they are not required to address food safety. At present their curriculum covers only basic principles of nutrition.

The Food Sanitation Re-Certification Course offered by the Continuing Education Division at the University of the District of Columbia incorporates the HACCP system in its curriculum. This project will ensure that these nutritionists are properly trained in a train-the-trainer program, and also, assist in the coordination of a program of training for the food service workers these nutritionists supervise in the handling of food for elderly consumers. CES re-certification and coordination of the nutritionists' requirement to provide education to the elderly will further ensure that this need population receives the quality of education that will enhance their health and well-being in a very critical time period.

Specific issues addressed in the program include: A large number of elderly at-risk for food-illness are being served their food on a daily basis through the Department of Aging (DCOA) food programs; food service supervisors, i.e., nutritionists at DCOA are required to be re-certified in food safety every three years; food service supervisors need to incorporate food safety in their curriculum; food handlers serving the elderly (260) need to be educated about food safety and practice safe food habits on the job; elderly food consumers (6,000) in DCOA programs, need to more adequately informed about food safety habits and practice them in their homes and families; and agencies serving the elderly need to have low-literacy curricula and information to maintain education and training on a continuous basis; research and information regarding effect of HACCP food safety training for the elderly and food handlers is needed for program development; and agencies and individuals in D.C. need easier access to food safety information.

This project is designed to provide the level of education and training in food safety necessary to expand the capacity of the DC Office on Aging, the State delivery agency of the Federal nutrition program for the elderly, to ensure that this at-risk population receives a higher quality of service and that the risk of food-borne illness is significantly reduced. HACCP food safety standards

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will be introduced to supervisory nutritionists, food handlers, and elderly consumers through a train-the-trainers re-certification program. Research will be used to measure the effect of the curriculum on food safety practices of the elderly and their food handlers. A HACCP curriculum model will be provided to 65 food service agencies to ensure quality service beyond the scope of the project. CES will establish a Resource Lending Library and an Electronic Information Site to enhance the capability of professionals as well as citizens in eldercare, nutrition and food safety.

KEY PROGRAM COMPONENT(S)

- ◆ Project Advisory Committee
- ◆ Train-the-Trainers (Nutritionist Re-Certification Program)
- ◆ Food Handlers Training
- ◆ Education of Elderly Consumers at Congregate Meal Sites
- ◆ Development of HACCP Curriculum
- ◆ Research on the Effects of HACCP Training
- ◆ Resource Lending Library and Electronic Information Site

Consumers have an important role to play in keeping their food safe. It is generally understood that a high percentage of food borne illnesses could be prevented by practices that promote safe food handling. There is a need to educate food handlers, especially those individuals who handle food for high risk population groups such as elderly consumers, in order to reduce the risk of food-borne illnesses by increasing knowledge and changing attitudes and behavior.

With the rapid increase in food-borne illness and outbreaks in our society, it is imperative that individuals responsible for operating programs that feed at risk populations be aware of changes and essential information as soon as it occurs. Programs working with low-income and at-risk populations are often among the information have-nots. With rapid changes occurring in technology and food safety requirements, persons at all levels of the public, including consumers, need ready access to information on food safety and nutrition programs.

Project Advisory Committee

The first activity is to form an advisory group for the project. The advisory group will be representative of partners, organizations and agencies with concern for nutrition and the elderly. A sample of this group was involved in planning for the project application. At least two seniors from the meals program will be invited to participate on the Advisory Committee.

Nutritionists are required to be re-certified once every three years by the D.C. Regulatory Affairs Office. A six-hour Advanced Food Sanitation course is offered in the Division of Continuing Education at the University of the District of Columbia, the State Training Agency. The content in

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this course focuses on a self-inspection process and demonstrates techniques to detect and correct potentially hazardous conditions. HACCP techniques are covered in detail. A certification examination is administered at the conclusion of the class. Persons who pass the examination will receive a certified card from the DCRA that is valid for three years. Upon the expiration of this card, persons must take the Basic Course and repeat the sequence.

As supervisors and nutrition program coordinators at DCOA, these nutritionists will be enabled to provide HACCP training to their staff, the food handlers who serve at congregate meal sites and provide home deliveries to the elderly. Also, in fulfillment of the Title III-C Nutrition Education Program mandate to provide at least two sessions per year to elderly program participants, these nutritionists will educate the elderly participants in the 44 sites providing congregate meal programs. Nutritionists will be trained for re-certification at or near the third month of the project cycle.

HACCP Curriculum

The following is the proposed series of six sessions for the food service workers and the elderly consumers. All sessions, reading materials, fact sheets, and handouts will be easy to read and understand, and will accommodate minimum levels of literacy. Participants who complete all six sessions will be issued a certificate of completion.

Food Service Workers Training Curriculum

- Session 1. HACCP - Principles, Introduction, Hazards Identification
- Session 2. Identification of Critical Control Points
- Session 3. Establishing Critical Limits and Monitoring Procedures
- Session 4. Establishing Corrective Action and Recordkeeping
- Session 5. Developing a HACCP Control Chart
- Session 6. The Verification Process

Elderly Consumers Training Curriculum

- Session 1. Names and Types of Pathogens - Part I
- Session 2. Names and Types of Pathogens - Part II
- Session 3. Sanitation Techniques - Handwashing, Bleach, Etc.
- Session 4. Temperatures for Food Storage, Thawing, Reheating and Serving
- Session 5. Food and Drug Interactions
- Session 6. Shopping for Food Safety-Expiration Dates, Packing Dates, Etc.

The Nutrition Specialist Project Director will assist the lead agency nutritionists to prepare

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for and conduct classroom sessions for the food handlers and the elderly consumers. The Nutrition Specialist Project Director, working with the nutritionists and Advisory Committee members, will be responsible for the development of lesson plans, fact sheets, visuals and other classroom materials, all of which will be reviewed and revised, if necessary by the Advisory Committee. This individual will be assisted by Nutrition Specialist Interns assigned to the project through the USDA Nutrition Specialist Summer Intern Program and/or through the Federal Work/Study Program at the University of the District of Columbia.

The curricula will be piloted during the project phase. The Advisory Committee will assist in a review and recommend adjustments for future use by Nutrition Educators in community nutrition programs for the elderly. The final versions of the approved curricula will be published, distributed to the 65 DCOA agencies, and placed in the Resource Lending Library for use by a general public audience in the District of Columbia and elsewhere.

Research on the Effects of HACCP Training

Evaluation instruments will be developed to measure baseline data and to determine program impact, measuring statistical change in participants' knowledge, behavior and attitudes. Instrumentation and Program Content will be pilot tested prior to implementation. The research design will follow a Pre-Test, Program Intervention, Post-test format. Actual training dates will be established in communication with the collaborating agencies.

A series of six (6) lessons will be planned for each group with immediate before-implementation pre-testing and immediate after-implementation post-testing. Observations will be conducted to document participant changes in food safety practices. An additional follow-up instrument will be administered six months after the immediate post test. Data will be analyzed and a final project report will be completed within 90 days of the end date of the project.

Food Safety Training Materials

The Nutrition Specialist Project Director will have responsibility for coordinating the development of training packets designed to replicate the research design as well as the intervention strategy and content materials. These packets will be made available to all food service sites to facilitate future staff training and education of elderly consumers. Cooperative Extension Service expects to seek additional funding to produce audio-visual materials and to eventually establish a Distance Learning Program.

Resource Lending Library

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Nutrition Specialist Interns will be responsible for acquiring publications from organizations that address nutrition, food safety, and health care of the elderly. Among those solicited will be the Administration on Aging; USDA: Nutrition Education Research Branch, Extension Service and HACCP), national health and aging organizations (American Association of Retired Persons, National Eldercare Institute on Health Promotion and Aging, National Elder care Institute on Nutrition and Aging, National Association of Meals Programs, Center for Science in the Public Interest, Public Voice for Food and Health Policy, American Red Cross), the Food Marketing Institute, the National Nutrition Screening Initiative, the USDA Human Nutrition Research Center on Aging at Tufts University, and USDA grantees identified through HNRIMS. The Lending Library will be established in the office suites of the Cooperative Extension Service and will be operated by appointment by program assistance staff.

Electronic Information Site

The University of the District of Columbia is in the process of installing state of the art technology throughout the Institution. When this occurs, Cooperative Extension Service will dedicate one of the websites to the Lending Library to afford access to a critical core of valid food safety information, resources and time-sensitive news through the worldwide web for information have-nots in the Washington, DC community. The National Food Safety Database (NFSD), the USDA/FDA Food-borne Illness Education Information Center (FIEIC), the NAL HACCP training resource database, the new listserv, FoodSafe are among the invaluable databases to which CES and the community it serves, will have access.

INTERNAL AND EXTERNAL LINKAGES:

Internal:

- ◆ Continuing Education Division
- ◆ Department of Biological and Environmental Sciences
- ◆ Agricultural Experiment Station
- ◆ Institute on Gerontology
- ◆ D.C. Office of Outreach Services
- ◆ Cooperative Extension Service Staff
- ◆ Registrar's Office, Administrative Services

External:

- ◆ D.C. Office on Aging
- ◆ D.C. Commission on Aging
- ◆ Advisory Neighborhood Council

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- ◆ USDA Summer Interns Program
- ◆ National Association of Area Agencies on Aging
- ◆ National Association of State Units on Aging
- ◆ The Federal Administration on Aging
- ◆ The National Institute on Aging
- ◆ Alliance for Aging Research
- ◆ American Association of Retired Persons
- ◆ National Caucus and Center on Black Aged
- ◆ National Council of Senior Citizens
- ◆ The Women's Center
- ◆ IONA Senior Services
- ◆ USDA Food and Nutrition Services
- ◆ American Dietetic Association

TARGET AUDIENCES:

The population targeted for program intervention is made up of low-income elderly who participate in nutrition programs providing congregate and in-home meals sponsored by the D.C. Office on Aging. During October 1997 through September 1998, meals were delivered daily to 3,677 homebound seniors. Funding for home meal delivery is expected to be increased by 31% in the 1999-2000 budget. Another 5,997 seniors received meals served at the agency's 65 nutrition sites.

The project will provide nutrition education directly to seniors at 44 congregate meal sites, serving approximately 6,000 low-income participants. Ten (10) nutritionists will be re-certified in Food Safety and Sanitation, and approximately 260 food handlers, both congregate meal servers and home meal deliverers, will be trained in food safety pertaining to this population. An estimated 50 individuals will utilize the Resource Lending Library and Electronic Information Site.

EVALUATION FRAMEWORK:

Evaluation will measure accomplishments of the following objectives:

- ◆ To establish an advisory committee of key community personnel to assist in the planning, implementation, oversight and evaluation of the project.
- ◆ To provide training and food sanitation re-certification (i.e., Train the Trainers) for seven Nutritionists who supervise food service workers and conduct education and counseling at six leading agencies and one weekend nutrition service site.
- ◆ To develop a curriculum that Nutrition Specialists can implement to teach the HACCP approach to food safety to food handlers and elderly consumers beyond the project's funding

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- period.
- ◆ To determine the effectiveness of the curriculum in bringing about an increase in knowledge of safe food handling practices and changes in food handling behaviors and attitudes to reduce the risk of food-borne illness.
- ◆ To develop food safety training materials and a project evaluation that community agencies in the nutrition service network for the elderly can utilize for on-going training of their staff, volunteers, and consumers once project funds have expired.
- ◆ To establish and maintain a resource lending library containing materials on food safety that will be accessible to the public on a continuing basis beyond the project funding period.
- ◆ To establish an electronic research and information site that provides public access to national databases and websites related to food safety, nutrition and concerns of the elderly which extends beyond the project funding period.

Evaluation will also measure accomplishment of the following Impacts and/or Expected Outcomes:

1. Upon completion of their education in this project, 6000 elderly consumers are expected to be able to:
 - Recognize significant, potentially hazardous ingredients in foods.
 - Categorize potentially hazardous foods into groups with like characteristics.
 - Identify potential hazards associated with ingredients.
 - Identify steps in handling, preparation and storage of foods that are critical control points in reducing the incidence of food-borne illness in the home.
 - Adopt and apply the HACCP principles to reduce the risk of food-borne illness.
 - Access additional and up-to-date information on food safety and nutrition for the elderly.
2. Upon completion of their training, 260 food service workers will be able to:
 - Apply HACCP principles to congregate and home-delivered meal preparation and/or serving.
 - Recognize significant, potentially hazardous, ingredients in foods, categorize potentially hazardous foods with like characteristics, identify steps in food handling, preparation, and storage that are critical control points in reducing the risk of food-borne illness.
 - Access additional and up-to-date information on food safety and nutrition for the elderly.
3. Ten Nutrition Coordinators at food service provider sites will be able to:

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- Apply the most current knowledge and procedures toward establishing food safety programs in more than 65 agencies in the District of Columbia.
 - Access current information on food safety and nutrition for the elderly on an on-going basis.
 - Refer individuals and professionals to the Internet and a library resource for current information on nutrition safety.
 - Train new employees and volunteers on basic HACCP principles using the educational materials provided.
 - Access additional information for use in program planning and implementation.
4. On-going impact for individuals and professionals in the Washington, DC area will have:
- Access to up-to-date hard copy information on food, health and nutrition for the elderly.
 - Access to the vast information resources to be found on the Internet.
 - Access to distance learning opportunities that address local needs and interests.

PROGRAM DURATION:

The program is a short-term program with definite funding for a year at present.

OBJECTIVES, PERFORMANCE GOALS, AND INDICATORS

Objective 1: To improve access to an affordable, healthful, and culturally relevant food supply.

Performance Goal 1

To annually increase consumer awareness, understanding, and information on food accessibility and affordability which CSREES partners and cooperators plan an active research, education, or extension role.

Indicator 1

The total number of persons completing non-formal consumer education programs on food access and food affordability, the total number of these persons who plan to adopt one or more recommended practices after completing one or more of these programs, and the total number of these persons who actually adopt one or more recommended practices within six months after

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completing one or more of these programs.

Year	Number of Elderly Completing Programs		Number Who Plan to Adopt Recommended Practices		Number Who Actually Adopt Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	6000		6000		4000	
2000	6000		6000		4000	
2001	6000		6000		4000	
2002	6000		6000		4000	
2003	6000		6000		4000	
2004	6000		6000		4000	

DATA COLLECTION METHODOLOGY

Pre and Post Test Surveys re HACCP Practices, Curriculum Models Distributed to Provider Sites, Number of Food Handlers Completing HACCP Programs, Number Who Plan to Adopt Practices and Number Who Actually Adopt HACCP Practices.

Year	Number of Food Handlers Completing Programs		Number Who Plan to Adopt Recommended Practices		Number Who Actually Adopt Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	260		260		260	
2000	260		260		260	
2001	260		260		260	
2002	260		260		260	
2003	260		260		260	
2004	260		260		260	

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DATA COLLECTION METHODOLOGY

Food Handlers-Numbers of Participants in Training Sessions, Plans and Reports for Training of Elderly, Pre and Post Test Surveys re HACCP Practices

Performance Goal 2

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

Indicator 1

The total number of persons completing non-formal, consumer education programs on food safety and/or food borne risks and illnesses, and the total number of these persons who plan to adopt one or more recommended food safety behavior or practices within six months after completing one or more of these programs.

Number of Elderly Clients Completing Program, Number Who Plan to Adopt HACCP Practices, and Number Who Actually Adopt HACCP Practices.

Year	Number of Elderly Completing Programs		Number Who Plan to Adopt Recommended Practices		Number Who Actually Adopt Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	6000		6000		4000	
2000	6000		6000		4000	
2001	6000		6000		4000	
2002	6000		6000		4000	
2003	6000		6000		4000	
2004	6000		6000		4000	

DATA COLLECTION METHODOLOGY

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Pre and Post Test Surveys re HACCP Practices, Distribution of Curriculum Models, Number of Food Handlers Completing HACCP Training Program, Number Who Plan to Adopt Recommended Practices, and Number Who Actually Adopt Practices.

Year	Number of Food Handlers Completing Programs		Number Who Plan to Adopt Recommended Practices		Number Who Actually Adopt Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	260		260		260	
2000	260		260		260	
2001	260		260		260	
2002	260		260		260	
2003	260		260		260	
2004	260		260		260	

DATA COLLECTION METHODOLOGY

Attendance Records, Pre and Post Test Surveys, Distribution of Curriculum Packages.

Indicator 2

The total number of individuals completing food handler certification programs conducted by CSREES partners and cooperators on an annual basis.

Year	Number of Persons Completing Programs	
	Target	Actual
1999	0	
2000	10	
2001	10	

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2002	10	
2003	10	
2004	10	

DATA COLLECTION METHODOLOGY

Registration Records of Nutritionist Supervisors in Food Sanitation Re-Certification Program
Records of Re-Certification Card Issuance

Indicator 3

The total number of facilities (or sites) meeting HACCP standards for food handling and the management of risks associated with food-borne illnesses.

Year	Number of Facilities Meeting HACCP Standards	
	Target	Actual
1999	0	
2000	65	
2001	70	
2002	75	
2003	80	
2004	85	

DATA COLLECTION METHODOLOGY

HACCP Curriculum Distribution.

ALLOCATED RESOURCES

Extension

Year	Federal	State	Local	Other

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1999	0			
2000	\$50,000			
2001	\$50,000			
2002	\$50,000			
2003	\$50,000			
2004	\$50,000			

ESTIMATED FTE COMMITMENT

Extension FTEs

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999						
2000	1.0					
2001	1.0					
2002	1.0					
2003	1.0					
2004	1.0					

ESTIMATED VOLUNTEER PARTICIPATION

Year	Number of Volunteers
1999	100
2000	100

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2001	100
2002	100
2003	100
2004	100

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GOAL 2: A SAFE, SECURE FOOD AND FIBER SYSTEM.

EXTENSION PROGRAM: DC Coalition for Food Safety Education

Statement of Issue(s)

In 1975, due to the widespread severity of sanitation problems in food service establishments, the District of Columbia became the first municipality to establish a food sanitation certification requirement for supervisory food handlers (Washington Afro-American, "3,000 Food Service Managers Certified", October 25, 1975). However, the task of monitoring these establishments for compliance has been difficult, if not impossible. The cost of regulation is so high that education of food handlers becomes the most efficient means to control the safety practices of these employees.

Prior to January 1999, regulation of food safety issues was the responsibility of the Department of Consumer and Regulatory Affairs. The Administration of the newly-elected Mayor, Anthony Williams, established the Bureau of Food, Drug and Radiation Protection and relocated this function to the Department of Health. During past reorganizations, the investigatory and enforcement functions had been virtually eliminated with staff dwindling from 43 to 10 and inspections decreasing to a response basis only, despite the District's legal requirement for at least four inspections per year for each food operation.

Mayor William's reorganization has increased the inspection staff by ten and created an interagency task force called "Rid the Rats" comprised of the Department of Housing, the Department of Public Works, and the Department of Health. It has also created a new system of inspection, divided among departments, that focuses more on casual food handling activities where potential health problems are more pronounced and dangerous. This System targets churches, schools, community centers, food caterers, hospitals, daycare centers, street vendors, clubs, and similar concerns. These organizations are now more in need than ever before for food safety education. They are also excellent channels for filtering down of information to the food consumer groups they serve.

A most important part of the answer lies in increasing effective food safety education for those who handle and serve food as well as those who are consumers of food. The message is simple and essentially the same for everyone, whether they are at the preparation, serving or consumption level: 1) sanitize food preparation areas, 2) sanitize utensils, 3) wash hands properly, 4) sanitize spills, and 5) wash fruits and vegetables.

The District of Columbia has a unique conglomerate of public, private, professional, technical, government and service organizations, food establishments and enterprises concerned with

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food safety. UDC is the most appropriate agency to coalesce this network to ensure the quality of food safety education in the Nation's Capital. CES will assess the food safety needs of the network, publish a directory of assistance and handy reference on food safety, convene a Statewide conference, and organize a State plan team on food safety.

The University of the District of Columbia operates as the State training agency for many of the licensure programs in the District of Columbia. The Division of Continuing Education provides the Certification and Re-Certification Course in Food Sanitation required by District Law (District of Columbia Municipal Regulations, Title 23, Section 2600, Paragraphs 2601.1 – 2601.5). The content in this course focuses on a self-inspection process and demonstrates techniques to detect and correct potentially hazardous conditions. HACCP techniques are covered in detail. A certification examination is administered at the conclusion of the class. Persons who pass the examination receive a certified card from the D.C. Consumer and Regulatory Affairs Office that is valid for three years. Upon the expiration of this card, persons must take the Basic Course and repeat the sequence.

The community activity that provides an important precedent for the proposed project is the Annual Agency Relations Conference sponsored by the Capital Area Foodbank, a longtime collaborator with the applicant. Each year, over 700 food service providers are invited to attend this event. The agenda for the April 29, 1999 conference includes, Grantwriting, Coping with Burnout and Stress, Safe Food Handling, Special Events Planning, Advocacy 101, Canning and Freezing, and Best Practices in Food Distribution. Conference presenters are members of organizations located in the Washington Metropolitan Area.

Clientele for this project is made up of individuals in the many organizations concerned with food safety education that eventually trickles down to consumer awareness and/or protection against food-borne illness. This project will assist these individuals to establish liaisons with other colleagues that will enhance food safety awareness throughout the Nation's Capital at all levels of responsibility.

Statistical characteristics of the District's population that are germane to food-borne illness include the following:

- ◆ The largest population of elderly (at-risk) living in poverty (20.2%) in the nation.
- ◆ Deaths from HIV/AIDS (at-risk population) are more than seven times the national average.
- ◆ A large black minority population (65.8%) compared to the national population (12.6%).
- ◆ Number of births to unmarried women is more than twice the national average.
- ◆ Number of births to mothers under 20 is 2.3% higher than the national average.
- ◆ Half of all births received less than adequate prenatal care compared to 18.8% in the U.S.

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- ◆ Infant Mortality Rate of 16.1 is more than twice the national rate of 7.5.
- ◆ Deaths from heart disease, cancer and cerebrovascular disease are all slightly higher than the national average.
- ◆ The percent of persons below poverty is 24.1.
- ◆ The unemployment rate is 9.1.
- ◆ The youth unemployment rate is 42.4.
- ◆ The Temporary Aid to Needy Families (TANF) caseload is 12.3% of the total assistance caseload.
- ◆ In 1997 there were 5,663 Medical Charities recipients.
- ◆ Percentage receiving Medicaid assistance was 22.0% of the total assistance caseload.
- ◆ Number of persons diagnosed with Salmonella in 1997 was 115 or 2.174/10,000.
- ◆ Number of persons diagnosed with Shigella in 1997 was 48 or 0.907/10,000.
- ◆ Number of deaths from pneumonia and influenza in 1997 was 177 or 33.5/100,000.

KEY PROGRAM COMPONENT(S)

Food Safety Coalition in the District of Columbia

This component will identify a wide and representative cross-section of at least 1500 organizations in the network of food and nutrition in the District and to elicit their commitment to collaborate with one another to improve food safety and prevent food-borne illness.

Needs Assessment of the Food Safety Coalition

This component will conduct a survey among at least 500 of the collaborating organizations to assess their perceived needs in order to provide an analysis of food safety-related issues facing the Washington Metropolitan area.

Food Safety Reference Manual and Resource Guide

This component will compile the results of the needs assessment, access the most pertinent public information on food safety practices, and produce 2000 copies of a consumer-friendly resource guide for a wide-range audience in the Nation's Capital.

District of Columbia Food Safety Conference

This component will organize and convene a 500-participant Statewide Conference that serves to pool the expertise available in the collaborative and disseminate to a critical audience, state-of-the-art information regarding food safety in the District and the Nation. The Conference will also serve as an opportunity for members of the collaborative to integrate their resources to respond

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in an organized manner to address their needs and the needs of their constituents.

District of Columbia State Food Safety Plan Committee

This component will form a committee of individuals from the Food Safety Coalition that will be responsible for producing an official document or State Plan for Food Safety that can be included in the next State Comprehensive Health Plan.

INTERNAL AND EXTERNAL LINKAGES:

Internal:

An Institutional Planning Team is composed of individuals from the following areas of the University: Department of Biological and Environmental Sciences, 4-H and Youth Development (CES), Family and Consumer Sciences (CES), Agriculture and Natural Resources (CES), Division of Continuing Education Division, Agricultural Experiment Station, Food Sanitation Certification Program ("DCE"), and Administrative Services.

External:

Federally-based groups in the Washington Metropolitan area include: the U.S. Department of Health and Human Services, National Institutes of Health, Food and Drug Administration, U.S. Department of Agriculture, National Institute of Allergy and Infectious Diseases, Offices of the Center for Disease Control and Prevention, the Environmental Protection Agency, and The National Center for Health Statistics.

Among the District Government agencies concerned with food safety education are Advisory Neighborhood Commissions (32), The Office on Aging (65 major food sites), Animal Disease Control Division, Ambulatory Health Care Administration, Commission on Public Health, Bureau of Communicable Disease, Department of Corrections, Council of the District of Columbia (13), Board of Dietetics and Nutrition, Board of Education (160 Public Schools, 27 Private Schools), Office of Emergency Preparedness, Office of Health Promotion, Headstart Programs, High Blood Pressure Control Program, Department of Human Services, Executive Office of the Mayor, Medical Examiner's Office, Board of Medicine, Board of Nursing, Board of Nursing Home Administration, Board of Pharmacy, Board of Physical Therapy, Poison Control Center, Practical Nurses Examining Board, Commission of Public Health, Refrigeration and Air Conditioning Board, Water Resources

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Management Administration, and Water Services.

There are literally hundreds of national associations and advocacy organizations that exist to keep their associated interest groups informed and prepared to face important health issues such as food safety. Examples include: National Livestock Association, American Dietetic Association, Food and Allied Service Trades Metropolitan Washington Council, and Health Quality Institutes of America.

Over 700 community service organizations concerned with food safety that interface with the National Capital Area Foodbank will benefit. The food inspection list maintained by the D.C. Department of Health containing about 21,000 sites, commercial and non-commercial, are in the population that will be contacted to participation in the network. Among these clientele will be the District's 23 major hospitals, 80 hotels with restaurants, over 400 shelters that serve food, 24 meal programs and/or soup kitchens, hundreds of churches in The Council of Churches network, and over 60 centers that serve emergency raw foods.

TARGET AUDIENCES:

Approximately 1500-1800 individuals who are representatives from the organizations concerned about food safety comprise the target audience. Among these individuals will be food safety professionals, food service supervisors, food handlers, food service administrators, health professionals and paraprofessionals, health policy makers and community leaders, as well as public consumers.

EVALUATION FRAMEWORK:

Accomplishment of the following program objectives:

- ◆ To identify a wide and representative cross-section of at least 1500 organizations in the network of food and nutrition in the Nation's Capital that will commit to entering into a collaborative effort with one another to examine the existing parameters of food safety and effective ways to ensure prevention of food-borne illness in their local area.
- ◆ To assess the perceived needs of a representative sample of at least 500 organizations in the food safety network in the District of Columbia such that collaborative community linkages can be established and strengthened beyond the scope of this effort.
- ◆ To provide at least 2000 copies of descriptive information about food safety in the District of Columbia such that intercommunication, availability of community services, and science-based principles of food safety will be easily accessible to persons at every level of interest.

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- ◆ To provide a mechanism through which at least 500 individuals in the food safety network can receive expert state-of-the-art information concerning food safety, establish relationships with other members of the network, and interact as a collaborative to create community-based solutions to food safety issues in the Nation's Capital.
- ◆ To organize a group of at least 25 members in the District's collaborative who will produce a written document to advise the District of Columbia and its citizens regarding perspectives and actions that can be taken to ensure that food safety remains a reality in this jurisdiction.

Accomplishment of the following expected outcomes:

1. A Food Safety Coalition in the District of Columbia will be formed.
 - a. Cooperative Extension Service will establish contact with a comprehensive network of commercial and non-commercial food handlers in the District of Columbia.
 - b. Food handlers committed to food safety and quality in the District of Columbia will choose to enter into a collaborative effort to educate themselves and their constituents/customers.
2. Perceived Needs of Food Safety-Related Organizations Will Be Documented
 - a. Organizations will focus on ways they can address food safety education.
 - b. Valuable information regarding food and nutrition concerns in the District of Columbia will be available to the public.
3. Consumer-Friendly Information on Food Safety Resources and Safe Practices Will Be Available in a Single Guide Format in the District of Columbia.
 - a. Priorities of the Food Safety and Quality National Initiatives Program will be available through the Cooperative Extension Service throughout the District of Columbia.
4. Representatives in the District's Food and Nutrition Network Will Convene in a Collaborative for Food Safety Education and Awareness.
 - a. State of the Art Information and National Priorities on Food Safety and Quality will be communicated to key organizations in the District of Columbia.

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- b. Members of the Statewide Coalition on Food Safety will interact to respond to food safety education needs critical to their function.
- 5. Individuals Concerned with Food Safety in the District of Columbia will have direct input into the State's Plan to Address this Issue.
 - a. Food Safety information and concerns will be articulated in an official document by key leaders in the community and the field.
 - b. Activities initiated under this grant will continue beyond its funding period.

PROGRAM DURATION:

Long-term. Fiscal Year 1999 was used for planning. The project will be implemented in Fiscal Year 2000.

OBJECTIVES, PERFORMANCE GOALS, AND INDICATORS

Objective 1:

Performance Goal 1

To increase the effectiveness of constituent and citizen participation on public policy issues affecting food security (i.e., food access, affordability, and recovery).

Indicator 1

The total number of agency representatives entering into a collaborative effort to examine public policy issues affecting education programs or public policy issues affecting food security (i.e., food accesses, affordability, and recovery), the total number of these persons that plan to become actively involved in such issues, and the total number of these persons who actually become actively involved on such issues within six months after completing one or more of these programs.

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Year	Number of Agencies Joining Coalition		Number Who Plan to Attend Food Safety Conference		Number Who Actually Attend Food Safety Conference	
	Target	Actual	Target	Actual	Target	Actual
1999	0		0		0	
2000	1800		1600		1500	
2001	1800		1600		1500	
2002	1800		1600		1500	
2003	1800		1600		1500	
2004	1800		1600		1500	

DATA COLLECTION METHODOLOGY:

Mailing Lists, Membership Applications for Food Safety Coalition, Conference Registration List.

Performance Goal 2

To increase the effectiveness of constituent and citizen participation on public policy issues affecting food security (i.e., food access, affordability, and recovery).

Indicator 1

The total number of agency representatives entering into a collaborative effort to examine public policy issues affecting education programs or public policy issues affecting food security (i.e., food accesses, affordability, and recovery), the total number of these persons that plan to become actively involved in such issues, and the total number of these persons who actually become actively involved on such issues within six months after completing one or more of these programs.

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Year	Number of Individuals Participating on State Plan Committee	
	Target	Actual
1999	0	
2000	35	
2001	35	
2002	35	
2003	35	
2004	35	

DATA COLLECTION METHODOLOGY:

Sign-Up Sheets for Committee Participation; Attendance Sheets for Committee Sessions

Performance Goal 1

To increase the effectiveness of constituent and citizen participation on public policy issues affecting food security (i.e., food access, affordability, and recovery).

Indicator 1

The total number of agency representatives entering into a collaborative effort to examine public policy issues affecting education programs or public policy issues affecting food security (i.e., food accesses, affordability, and recovery), the total number of these persons that plan to become actively involved in such issues, and the total number of these persons who actually become actively involved on such issues within six months after completing one or more of these programs.

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Year	Number of Agencies Identifying Food Safety Needs		Number Who Plan to Join the Coalition for Food Safety Education		Number Who Actually Join the Coalition for Food Safety Education	
	Target	Actual	Target	Actual	Target	Actual
1999	0		0		0	
2000	500		500		500	
2001	500		500		500	
2002	500		500		500	
2003	500		500		500	
2004	500		500		500	

DATA COLLECTION METHODOLOGY

Food Safety Needs Assessments; Conference Registration Sheets

Performance Goal 2

To increase the effectiveness of constituent and citizen participation on public policy issues affecting food security (i.e., food access, affordability, and recovery).

Indicator 1

The total number of agency representatives entering into a collaborative effort to examine public policy issues affecting education programs or public policy issues affecting food security (i.e., food accesses, affordability, and recovery), the total number of these persons that plan to become actively involved in such issues, and the total number of these persons who actually become actively involved on such issues within six months after completing one or more of these programs.

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Year	Number of Persons Completing Conference		Number Who Plan to Adopt Recommended Behaviors		Number Who Actually Adopt Behaviors	
	Target	Actual	Target	Actual	Target	Actual
1999	0		0		0	
2000	1500		1500		1200	
2001	1500		1500		1200	
2002	1500		1500		1200	
2003	1500		1500		1200	
2004	1500		1500		1200	

DATA COLLECTION METHODOLOGY

List of Registrants Attending Conference; Surveys Distributed at Conference, Post Conference Follow-Up Surveys.

Objective 2

To improve food safety by controlling or eliminating food-borne risks.

Performance Goal 1

To annually increase the research and knowledge-base available from CSREES partners and cooperators on food safety and food borne risks and illnesses.

Indicator 1

The total number of agencies receiving the Food Safety Resource Guide for the Washington, DC metropolitan area.

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Year	Number of Agencies Receiving the Food Safety Guide	
	Target	Actual
1999	0	
2000	1700	
2001	1700	
2002	1700	
2003	1700	
2004	1700	

DATA COLLECTION METHODOLOGY

Packets issued at Food Safety Conference (Contain one copy of the food safety guide); Log of guides issued to specific agencies, Log of requests for guides, Printing Records.

ALLOCATION OF RESOURCES

Extension

Year	Federal	State	Local	Other
1999				
2000	30,000			
2001	30,000			
2002	30,000			
2003	30,000			
2004	30,000			

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ESTIMATED FTE COMMITMENT

Extension FTEs

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999						
2000	.50					
2001	.50					
2002	.50					
2003	.50					
2004	.50					

ESTIMATED VOLUNTEER PARTICIPATION

Extension

Year	Number of Volunteers
1999	1
2000	75
2001	75
2002	75
2003	75
2004	75

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GOAL 2: A SAFE, SECURE FOOD AND FIBER SYSTEM

EXTENSION PROGRAM: Food Handler Education for Small Non-Commercial Agencies

Statement of Issue(s):

The U.S. Department of Agriculture has created a monitoring mechanism titled, "Hazard Analysis and Critical Control Point (HACCP)" system which identifies key control points in food processing - such as grinding and cutting - to prevent contamination. Each food processing plant is now required to create and implement its own control measures to prevent bacterial hazards. USDA is working to eventually put this system in place everywhere where food is being handled, even at consumer levels.

President Clinton's new Food Safety Initiative is designed to focus on the consumer in ensuring and improving the safety of the nation's food supply. This effort seeks the development of a nationwide early warning system for food-borne illness, enhanced food inspections, expanded research and risk assessment, and improved food safety training and education.

The President's Partnership for Food Safety Education, a part of the Food Safety Initiative, encourages public and private sector partnerships that combine resources of the federal government, the food industry, the CES and consumer organizations. This nationwide campaign is designed to reach men, women, and children of all ages and will develop standardized, targeted food safety messages through the "Fight BAC" campaign, that can be easily translated into practical, safe food handling behaviors by consumers, industry, and retail groups.

The Nationwide Consumer Education Campaign for Food Handlers has recently been established by the Federal government to help consumers understand and adopt recommended safe food handling practices. Efforts target consumers who handle food in the home, at congregate meal sites, at gleaning and food recovery program sites, and in retail food establishments.

In 1975, due to the widespread severity of sanitation problems in food service establishments, the District of Columbia became the first municipality to establish a food sanitation certification requirement for supervisory food handlers (Washington Afro-American, "3,000 Food Service Managers Certified," October 25, 1975). However, the task of monitoring these establishments for compliance has been difficult, if not impossible. The cost of regulation is so high that education of food handlers becomes the most efficient means to control the safety practices of these employees.

Prior to January 1999, regulation of food safety issues was the responsibility of the Department of Consumer and Regulatory Affairs. The Administration of the newly-elected Mayor Anthony Williams, established the Bureau of Food, Drug and Radiation Protection and relocated this function to the Department of Health. During past reorganizations, the investigatory and

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enforcement functions had been virtually eliminated with staff dwindling from 43 to 10 and inspections decreasing to a response basis only, despite the District's legal requirement for at least four inspections per year for each food operation.

Mayor Williams' reorganization has increased the inspection staff by ten and created an inter-agency task force called "Rid the Rats" comprised of the Department of Housing, the Department of Public Works, and the Department of Health. It has also created a new system of inspection, divided among departments, that focuses more on casual food handling activities where potential health problems are more pronounced and dangerous. This System targets churches, schools, community centers, food caterers, hospitals, daycare centers, street vendors, clubs, and similar concerns. These organizations are now more in need than ever before for food safety education. They are also excellent channels for filtering down of information to the food consumer groups they serve.

Based on the premise that unsanitary conditions breed food health problems, the task force is instituting Federal Code 99 which calls for mandatory inspections of 21,000 facilities at least twice and up to four times a year, as well as the use of a computerized information process which identifies and focuses on serious offenders. The DCDH is now responsible for inspecting commercial places, while the Department of Housing inspects backyards, alleys and other public spaces, and the Department of Public Works inspects public spaces, and illegal sales activities.

This intensified inspection and enforcement system has already closed down 99 establishments in the first three months of its operation (Source: Interview of Harold Monroe, Acting Program Manager, Bureau of Food, Drug and Radiation Protection, D.C. Department of Health, April 8, 1999). Still understaffed and faced with overwhelming demands, the new system needs public support, input, and evaluation for improvement. An expanded perspective regarding prevention of food-borne illness and education for greater compliance with the principles of safe food handling and self-inspection, are needed throughout the governmental system.

The Department of Health ("Department") reports that food-related complaints to the Department in 1998 amounted to approximately 20.7 per 100,000 residents. Of this number, 5.2 percent were related to food-borne illnesses. Of the thousands of calls received, 908 were related to bad food. Of this number, 25 percent were issues of food-borne illness, 50 percent were related to unsanitary environmental conditions in food handling and 25 percent concerned foreign non-food items in the food (Source: Dr. Madeleine Fletcher, Director of Health Services, DCDH, April 8, 1999). Because of personnel shortages in the system and because priority consideration was given to other concerns related to food handling practices, only 37 of the food-borne illness complaints were followed up with investigations into the food establishments cited.

In March 1999, the DCDH State Center for Health Statistics published the Health Status

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Indicators Annual Report for 1994-1997. From that report, it is clear that little attention has been focused on food-borne illness. In the District, the Bureau of Epidemiology and Disease Control only measured the number of persons diagnosed with salmonella and shigella infections. These infections were also the only food-borne disease measures reported in the Draft Comprehensive Health Plan for the District of Columbia (1997).

One of the most serious problems is the approach to food-borne illness practiced by the District's Department of Health. The Department of Health, in its most recent Draft Comprehensive Health Plan (1997), follows the same trend set forth in the District's Municipal Regulations. Food-borne illnesses are considered to be communicable diseases and thereby lose the specific attention they deserve as a major threat to health. The Comprehensive Health Plan accepts the definition for communicable diseases from the DC Code as follows:

"...without limitation any illness due to an infectious agent or its toxic product, which is transmitted directly or indirectly to a well person from an infected person, animal, or ectoparasite; or any illness due to an infectious agent or its toxic product which is transmitted through the agency of an intermediate host, vector, or by exposure within the immediate environment."

Consequently, the communicable diseases which are currently considered to be a public health concern to D.C. include only the sexually-transmitted diseases of gonorrhea, syphilis and chlamydia; the vaccine-preventable diseases of diphtheria, pertussis, tetanus, measles, mumps, rubella, polio, hepatitis B, haemophilus influenzae type b, influenza, varicella (chickenpox), and rabies; the other communicable diseases of tuberculosis, bacterial meningitis, viral hepatitis (A, HB, and HC); and what is termed the infectious diarrheal diseases of salmonellosis and shigellosis. The last two are the only food-borne diseases that are recognized and tracked for their occurrence in the population. The District desperately needs the attention of its health leaders to be re-focused on the issue of food-borne illness and food safety as a distinct health-related issue.

This project concerns itself with food handler education for commercial and non-commercial audiences, including, a food handler certification training (train-the-trainer) program. It will involve an emphasis on development and implementation of a food handler certification program for an audience of food service supervisors recruited from a cross-section of small operations, primarily non-commercial, including: churches, caterers, health care facilities, daycare facilities, congregate meal sites, gleaning and food recovery programs, hospitals, food banks, soup kitchens, service clubs, and similar meals programs. Individuals trained will, in turn, provide training and education for a variety of audiences including youths, adults, senior citizens, food service workers and other relevant target audiences within their specific purviews.

Consumers have an important role to play in keeping their food safe. It is generally

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understood that a high percentage of food-borne illnesses could be prevented by practices that promote safe food handling. There is a need to educate food handlers, especially those individuals who handle food for high-risk population groups in order to reduce the risk of food-borne illnesses. Education assists to increase knowledge and change attitudes and behavior.

With the rapid increase in food-borne illness and outbreaks in our society, it is imperative that individuals responsible for operating programs that feed at-risk populations be aware of changes and essential information as soon as it occurs. Programs working with low-income and at-risk populations are often among the information have-nots. With rapid changes occurring in technology and food safety requirements, persons at all levels of the public, including consumers, need user-friendly, self-paced ready access to information on food safety and nutrition programs.

UDC operates as the State training agency for many of the licensure programs in the District. The Division of Continuing Education provides the Certification and Re-Certification Course in Food Sanitation required by District Law (District of Columbia Municipal Regulations, Title 23, Section 2600, Paragraphs 2601.1 – 2601.5).

Statistical characteristics of the District's residential population that are germane to food-borne illness include the following:

- The population of elderly (at-risk) living in poverty (20.2%) is the largest in the nation.
- Deaths from HIV/AIDS (at-risk) are more than seven times the national average.
- A large black minority population(65.8%) compared to the national black minority population (12.6%).
- Number of births to single women is more than twice the national average.
- Mothers under 20 number 2.3% higher than the national average.
- Half of all births received inadequate prenatal care compared to 18.8% in the US
- The infant mortality rate of 16.1 is more than twice the national rate of 7.5.
- Deaths from heart disease, cancer and cerebrovascular disease are all slightly higher than the national average.
- The percent of persons below poverty is 24.1.
- The unemployment rate is 9.1.
- The youth unemployment rate is 42.4.
- The Temporary Aid to Needy Families (TANF) caseload is 12.3% of the total assistance caseload.
- In 1997, there were 5,663 Medical Charities recipients.
- Percentage receiving Medicaid assistance was 22% of the total assistance caseload.
- Number of persons diagnosed with Salmonella in 1997 was 115 or 2.174/10,000.
- Number of persons diagnosed with Shigella in 1997 was 48 or 0.907/10,000.
- Number of deaths from pneumonia and influenza in 1997 was 177 or 33.5/100,000.

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This program is being planned in Fiscal Year 1999 and will be implemented in Fiscal Year 2000.

KEY PROGRAM COMPONENT(S)

Project Advisory Committee

The first activity will be to form an advisory group for the project. The advisory group will be at least 10 representatives of a cross-section of the organizations targeted as the project audience and 15 members of the institutional planning team. The institutional planning team was involved in planning for the project application. The institutional planning team will determine an equitable method for choosing community –based participants to serve on the Advisory Committee. The Advisory Committee will meet to discuss recommended practices, training needs, development of educational materials and provide technical support throughout the planning and development, implementation, and evaluation of the project.

Food Sanitation Re-Certification (Train-the-Trainer Program)

Supervisors in food establishments are required to be re-certified once every three years by the D.C. Regulatory Affairs Office (District of Columbia Municipal Regulations, Title 23, Chapter 26, Section 2601.2). To accomplish this, a six-hour Advanced Food Sanitation Program is offered in the Division of Continuing Education at the University of the District of Columbia, the State Training Agency. The content in this program focuses on a self-inspection process and demonstrates techniques to detect and correct potentially hazardous conditions. HACCP techniques are covered in detail. A certification examination is administered at the conclusion of the training session. Persons who pass the examination will receive a certified card from the DCRA that is valid for three years. Upon the expiration of this card, persons must re-enter the Basic Certification Program and repeat the sequence.

The project will devise an equitable selection process to fill 100 program slots from among the 200 agencies on the CES list. Five program cycles of twenty supervisors each will be administered. As supervisors and nutrition program coordinators, these persons will be enabled to provide HACCP training to their staff, the food handlers who serve at meal sites around the District. This practice is usually a requirement in federal and/or state-funded programs.

HACCP Curriculum

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This component will design and implement a low literacy HACCP curriculum for approximately 300-400 food handlers in select community programs. The HACCP curriculum will be adapted for a general audience of consumers. Food handlers will conduct an appropriate education program for approximately 800-1600 consumers. While emphasis in training will be placed on the Hazard Analysis and Critical Control Point (HACCP) principles, all participants will be informed about the other priority concerns of the Food Safety and Quality National Initiative Program, including: the Nationwide Consumer Education Campaign for Food Handlers, the Partnership for Food Safety Education and "Fight BAC" Campaign, and the President's Food Safety Initiative.

The Nutrition Specialist Project Director will assist the agency supervisors to prepare for and conduct classroom sessions for the food handlers and the at-risk consumers. The Nutrition Specialist Project Director, working with the supervisors, agency contacts, and Advisory Committee members, will be responsible for the development of lesson plans, fact sheets, visuals and other classroom materials, all of which will be reviewed and revised, if necessary, by the Advisory Committee. The final versions of the approved curricula will be published, distributed to the 200 identified agencies, and placed in the Resource Lending Library for use by a general public audience in the District of Columbia and elsewhere.

Research on the Effects of HACCP Training

This component will conduct research to determine effects of the HACCP training effort on at least 200 food handlers' and at least 600 consumers' attitudes and behaviors related to food safety. Research Evaluation instruments will be developed to measure baseline data and to determine program impact, measuring statistical change in participants' knowledge, behavior and attitudes. Instrumentation and Program Content will be pilot tested prior to implementation. The research design will follow a Pre-Test, Program Intervention, Post-Test format. Actual training dates will be established in communication with the collaborating agencies.

A series of six (6) lessons will be planned for each group with immediate before-implementation pre-testing and immediate after-implementation post-testing. Observations will be conducted to document participant changes in food safety practices. An additional follow-up instrument will be administered six months after the immediate post-test. Data will be analyzed and a final project report will be completed within 30 days of the end date of the project.

Food Safety Training Materials

This component will provide 200 HACCP curriculum manuals and 5000 consumer guides on food safety to ensure that the education process continues beyond the scope of the project. The Nutrition Specialist Project Director will have responsibility for coordinating the development of

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training packets designed to replicate the research design as well as the intervention strategy and content materials. These packets will be made available to all 200 food service sites to facilitate future staff training and education of at-risk consumers. Cooperative Extension Service expects to seek additional funding to produce audio-visual materials and to eventually establish a Distance Learning Program.

Resource Lending Library and Electronic Information Site

This component will establish a food safety resource library and electronic information site for 200 agencies. Nutrition Specialist Interns will be responsible for acquiring publications from organizations that address nutrition, food safety, and health care. Among those solicited will be USDA: Nutrition Education Research Branch, Extension Service and HACCP), National Association of Meals Programs, Center for Science in the Public Interest, Public Voice for Food and Health Policy, American Red Cross), the Food Marketing Institute, the National Nutrition Screening Initiative. The Lending Library will be established in the office suites of the Cooperative Extension Service and will be operated by appointment by program assistance staff.

INTERNAL AND EXTERNAL LINKAGES:

Internal:

Division of Continuing Education, Department of Biological and Environmental Sciences, Agricultural Experiment Station, D.C. Office of Outreach Services and Cooperative Extension Service Staff Registrar's Office, Administrative Services

External:

Capital Area Foodbank, D.C. Department of Consumer and Regulatory Affairs, 200 Food Service Sites, D.C. Department of Health, Bureau of Food, Drug and Radiation Protection, Food Safety and Quality National Initiative Program, Nationwide Consumer Education Campaign for Food Handlers, Partnership for Food Safety Education and "Fight BAC" Campaign and President Clinton's Food Safety Initiative.

TARGET AUDIENCES:

Clientele for this project is made up of individuals in a supervisory capacity in the organizations concerned with food safety education previously identified by Nutrition Specialists on the applicant's staff. This project will assist these individuals to develop capability to provide food safety education that will eventually trickle down through their subordinates to affect consumers. Greater awareness among food handlers and consumers will enhance protection against

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food-borne illness and thus, the health and well being of the entire community.

The overall population can be identified as over 700 community service organizations concerned with food safety that interface with the National Capital Area Foodbank. Among the population of clientele will be the District's 23 major hospitals, over 400 shelters that serve food, 24 meal programs and/or soup kitchens, hundreds of churches in the Metropolitan Council of Churches network, and over 60 centers that serve emergency raw foods

EVALUATION FRAMEWORK:

Accomplishment of the following program objective:

- ◆ Form a program advisory committee of at least 25 key persons from the Institution and community organizations to oversee project activities.
- ◆ Provide a Train-the-Trainer re-certification program for 100 supervisory personnel in food service agencies already identified by CES.
- ◆ Design and implement a low literacy HACCP curriculum for approximately 300-400 food handlers in select community programs.
- ◆ Adapt the HACCP curriculum model to the literacy level for a general audience of consumers, and train their associated food handlers to conduct an appropriate education program for approximately 800-1600 consumers.
- ◆ Conduct research to determine effects of the HACCP training effort on at least 200 food handlers and at least 600 consumers' attitudes and behaviors related to food safety.
- ◆ To provide 200 HACCP curriculum manuals and 5000 consumer guides on food safety to ensure that the education process continues beyond the scope of the project.
- ◆ To establish a food safety resource library and electronic information site that will be announced and available to at least 200 agencies.

Accomplishment of the following Expected Outcomes:

Upon completion of their education in this project, at least 800 at-risk consumers are expected to be able to:

- ◆ Recognize significant, potentially hazardous ingredients in foods.

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- ◆ Categorize potentially hazardous foods into groups with like characteristics.
- ◆ Identify potential hazards associated with ingredients.
- ◆ Identify steps in handling, preparation and storage of foods that are critical control points in reducing the incidence of food-borne illness in the home.
- ◆ Adopt and apply the HACCP principles to reduce the risk of food-borne illness.
- ◆ Access additional and up-to-date information on food safety and nutrition.

Upon completion of their training, 300-400 food service workers will be able to:

- ◆ Apply HACCP principles to program site meal preparation and/or serving.
- ◆ Recognize significant, potentially hazardous, ingredients in foods, categorize potentially hazardous foods with like characteristics, identify steps in food handling, preparation, and storage that are critical control points in reducing the risk of food-borne illness.
- ◆ Access additional and up-to-date information on food safety and nutrition for at-risk populations

Upon completion of their training 100 food service supervisors at select food service provider sites will be able to:

- ◆ Apply the most current knowledge and procedures toward establishing food safety programs in 100 agencies in the District of Columbia.
- ◆ Access current information on food safety and nutrition for at-risk populations on an on-going basis.
- ◆ Refer individuals and professionals to the internet and a library resource for current information on nutrition safety.
- ◆ Train new employees and volunteers on basic HACCP principles using the educational materials provided.
- ◆ Access additional information for use in program planning and implementation.

On-going impact for individuals and professionals in the Washington, DC area will be:

- ◆ Access to up-to-date hard copy information on food, health and nutrition
- ◆ Access to the vast information resources to be found on the Internet
- ◆ Access to distance learning opportunities that address local needs and interests
- ◆ Capability to be in compliance with D.C. Municipal Regulations and inspection requirements for food operations and thus, to remain open and accessible to residents needing food services.

PROGRAM DURATION:

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This program is currently funded for a one-year cycle, therefore, it is classified as a short-term program.

OBJECTIVES, PERFORMANCE GOALS, AND INDICATORS

Objective 1: To improve access to an affordable, healthful, and culturally relevant food supply.

Indicator 1

The total number of other refereed or peer reviewed materials (refereed or peer reviewed conference papers, books, book chapters, reports, studies, and other materials) produced on food accessibility and affordability.

Year	Number of Project Reports Distributed to Land Grant Institutions	
	Target	Actual
1999	0	
2000	100	
2001	100	
2002	100	
2003	100	
2004	100	

DATA COLLECTION METHODOLOGY

Distribution of Annual Project Reports To Land Grant Institutions (CSREES funding requirement).

Performance Goal 2

To annually increase consumer awareness, understanding, and information on food accessibility and affordability which CSREES partners and cooperators plan an active research, education, or extension role.

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Indicator 1

The total number of persons completing non-formal consumer education programs on food access and food affordability, the total number of these persons who plan to adopt one or more recommended practices after completing one or more of these programs, and the total number of these persons who actually adopt one or more recommended practices within six months after completing one or more of these programs.

Year	Number of Agency Supervisors Completing Programs		Number Who Plan to Adopt Recommended Practices		Number Who Actually Adopt Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	0		0		0	
2000	100		100		100	
2001	100		100		100	
2002	100		100		100	
2003	100		100		100	
2004	100		100		100	

DATA COLLECTION METHODOLOGY

Train-the-Trainer Course Registration, Certifications Issued, Curriculum Packages Distributed.

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Year	Number of Food Handlers Completing Programs		Number Who Plan to Adopt Recommended Practices		Number Who Actually Adopt Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	0		0		0	
2000	400		400		400	
2001	400		400		400	
2002	400		400		400	
2003	400		400		400	
2004	400		400		400	

DATA COLLECTION METHODOLOGY

Trainer's Records of Food Handler Training, Pre and Post Test Surveys of HACCP Principles, Number of Food Handler Sessions with Consumers.

Year	Number of Consumers Completing Programs		Number Who Plan to Adopt Recommended Practices		Number Who Actually Adopt Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	0		0		0	
2000	1200		1000		600	
2001	1200		1000		600	
2002	1200		1000		600	
2003	1200		1000		600	
2004	1200		1000		600	

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DATA COLLECTION METHODOLOGY

Pre and Post Tests Completed, Data Reported on Survey Forms.

Performance Goal 2

To annually increase consumer awareness, understanding, and information regarding food safety and food borne risks and illnesses in which CSREES partners and cooperators play and active research, education, or extension role.

Indicator 1

The total number of persons completing non-formal, consumer education programs on food safety and/or food borne risks and illnesses, and the total number of these persons who plan to adopt one or more recommended food safety behavior or practices within six months after completing one or more of these programs.

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Year	Number of Persons Receiving Consumer Guides		Number Who Plan to Adopt Recommended Behaviors		Number Who Actually Adopt Behaviors	
	Target	Actual	Target	Actual	Target	Actual
1999	0		0		0	
2000	5000		2500		900	
2001	5000		2500		900	
2002	5000		2500		900	
2003	5000		2500		900	
2004	5000		2500		900	

DATA COLLECTION METHODOLOGY

Consumer Guides distributed through agencies, surveys of agencies that distributed consumer guides to individuals.

Indicator 2

The total number of individuals completing food handler certification programs conducted by CSREES partners and cooperators on an annual basis.

Year	Number of Persons Completing Programs	
	Target	Actual
1999	0	
2000	500	
2001	500	
2002	500	
2003	500	

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2004	500	
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DATA COLLECTION METHODOLOGY

Food Sanitation Certification Cards Issued; Certified Food Supervisor's Food Handler Training Records.

Indicator 3

The total number of facilities (or sites) meeting HACCP standards for food handling and the management of risks associated with food-borne illnesses.

Year	Number of Facilities Meeting HACCP Standards	
	Target	Actual
1999	0	
2000	200	
2001	200	
2002	200	
2003	200	
2004	200	

DATA COLLECTION METHODOLOGY

HACCP Training Course Registrations, Post Test Surveys, Agency Questionnaires.

ALLOCATED RESOURCES

Extension

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Year	Federal	State	Local	Other
1999				
2000	60,000			
2001	60,000			
2002	60,000			
2003	60,000			
2004	60,000			

ESTIMATED FTE COMMITMENT

Extension FTEs

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999						
2000	.80					
2001	.80					
2002	.80					
2003	.80					
2004	.80					

DATA COLLECTION METHODOLOGY

ESTIMATED VOLUNTEER PARTICIPATION

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Extension

Year	Number of Volunteers
1999	145
2000	145
2001	145
2002	145
2003	145
2004	145

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PESTICIDE APPLICATOR TRAINING - SMITH-LEVER 3D FUNDED ITEM

EXTENSION PROGRAM: Pesticide Applicator Training

Statement of Issue(s):

The amended Federal Insecticide and Fungicide Rodenticide Act (FIFRA) of 1972 classified pesticides as restricted or General uses: Pesticide applicators must be trained and certified in order to purchase and use restricted-use pesticides (RUP's). Anyone applying any pesticide in D.C. for reimbursement must be trained, certified, licensed and/or registered Training and certifying applicators allows the continued use of pesticides that may otherwise pose a health hazard to users, consumers and the environment. There are private and commercial applicators within the District of Columbia who apply pesticide on private, federal and state properties.

Agriculture production in the U.S. is the best in the world. This would not be possible without pesticide use regardless of its diverse and improved technology. Pesticides also play an important role in public health by controlling pests and disease-carrying organisms in and around homes, institutions, parks and other public places. They have contributed to our quality of life and well being.

Concerns about the environment, food safety and reliability of the food supply have resulted in regulations (both national and state) in the use of pesticide. Since these affect both producers and consumers, pesticide education to the public and training of applicators becomes essentials to address these concerns.

The Pesticide Applicator training Program (PAT) conducted by CES, provides links with the State Lead Agency (SLA), Environmental Protection Agency (EPA), United States Department of Agriculture (USDA), as well as other federal and state agencies, consumer groups, advisory council, pest control operators, homeowners, master gardeners and volunteers.

Pesticide applicators must adhere to regulations set by FIFRA and the District of Columbia Department of Health, Environmental Health Administration. Private and commercial pesticide applicators must be certified. The UDC Cooperative Extension Service has an agreement with ES/USDA to provide certification and re-certification training. Re-certification in D.C. is required for commercial applicators once every three years. However, many commercial applicators choose to be re-certified annually as they cross the District line into Virginia and Maryland.

Private pesticide users are encouraged to be trained, especially for handling restricted-use pesticides. Also, the general public needs and wants pesticide information. Many District homeowners use pesticides in homes, gardens and, on lawns to control pests. They need to be made

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aware of the dangers, safety procedures and the impact of pesticides on the environment. Also, some adults and youth can enhance their employment potential if they receive training and/or certification in pesticide application. Volunteers and master gardeners are trained in Pest identification, Pesticide Safety, and Education.

The use of household products - those used for cleaning, sanitation pest control and other uses - has resulted in problems of multiple chemical sensitivities in children, elderly and those with deficient immune systems.

The continued uses cannot be prevented as there are the American way of life. However, educating the public and training building maintenance personnel, especially those at recreation and parks, schools, nursing and senior citizens homes and public housing in preventive and alternative measures. The first training of seniors in lifetime learning at D.C. Gerontology Department began this spring.

Maintaining registries of chemical sensitive persons in schools, hospitals, nursing and senior citizens homes will be encouraged, as this practice is long overdue.

KEY PROGRAM COMPONENT(S)

- ◆ Update training materials to supplement manuals in the various categories and sub-categories (use regional materials produced from federally funded grants, where applicable for pesticide training).
- ◆ Update materials for homeowners, gardeners, volunteers and produce new bulletins and handouts as warranted (records of calls and requests for specific subject matter).
- ◆ Demonstrations, field visits, observations, recommendations, record results, and improve practices.
- ◆ Maintain the diagnostic clinic (pathology, entomology, weeds) to help both Pest Control Operators (PCO) and homeowners in identification before adopting a pest control method.
- ◆ Develop more visual aids for clinics, shows, public places (libraries and shopping centers) to inform the public.
- ◆ Work closely with SLA to implement new regulations on worker safety, endangered species, environmental issues, record keeping, and food quality protection act.

INTERNAL AND EXTERNAL LINKAGES:

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Internal:

Agriculture Experimental Station (UDC), Faculty, Biological and Environmental Sciences; Faculty, Food Sciences, Division of Continuing Education.

External:

Work closely with the District of Columbia Government (SLA and others); USDA, ARS, APHIS, and other federal agencies to implement FIFRA and new regulations, and chemical manufacturers. Coordinate training with other Land Grant and Urban Institutions.

TARGET AUDIENCES:

- ◆ Private and commercial applicators who are residents of the District of Columbia will be the primary recipients of pesticide training.
- ◆ Commercial Pest Control Operators (PCO's) within the District.
- ◆ Private and commercial applicators, and POC's from Maryland and Virginia and other states who practice in the District of Columbia may attend training classes in the District.
- ◆ Homeowners, gardeners, master gardeners and volunteers.

EVALUATION FRAMEWORK:

Evaluation of the Pesticide Applicator Training Program will measure the amount and quality of applicator training. Standards will be derived from comparisons of targeted and actual performance. Indicators will include the number of individuals trained; number of pesticide applicators trained, the number of individuals receiving certification; the number of individuals receiving re-certification; citizens adoption of improved practices, and pre and post tests.

PROGRAM DURATION:

Long Term.

OBJECTIVE, PERFORMANCE GOALS, AND INDICATORS

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Objective 1: To develop, transfer, and promote adoption of efficient and sustainable agricultural, forestry, and other resource policies, programs, technologies, and practices that ensure ecosystem integrity and biodiversity.

Performance Goal 1

To annually increase agricultural producer awareness, understanding, and information regarding the adoption of agricultural production practices that sustain and/or protect ecosystem integrity and biodiversity in which CSREES partners play an active extension role.

Indicator 1

The total number of trainees completing private non-formal education program involving pesticide trainees who plan to adopt one or more recommended PAT practices and the total number of those trainees who actually adopt one or more recommended PAT practices within six months after completing one or more of these training programs.

Year	Number of Trainees Completing Programs		Number Who Plan to Adopt Practices		Number Who Actually Adopt Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	80		50		40	
2000	100		60		45	
2001	120		80		60	
2002	120		80		60	
2003	120		80		60	
2004	120		80		60	

DATA COLLECTION METHODOLOGY

Program records, program evaluation, visits, calls, workshop, demonstration, State Lead Agency records.

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Indicator 2

The total number of trainees completing commercial non-formal education programs involving pesticide applicator training (PAT) for certification or re-certification, the total number of those trainees who are re-certified, the total number of those trainees who plan to adopt one or more recommended PAT practices, and the total number of those trainees who actually adopt one or more recommended PAT practices after completing one or more of these training and certification/re-certification programs.

Year	Number of Trainees in Commercial		Number Who Plan to Adopt Practices		Number Who Actually Adopt Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	750		500		400	
2000	700		600		450	
2001	600		450		300	
2002	500		400		250	
2003	500		400		250	
2004	500		400		250	

DATA COLLECTION METHODOLOGY

Attendance for Certification and Inter-State Re-Certification, Conference, Calls, Lectures, Workshops, State's Record.

Indicator 3

The total number of complaints filed for mis-use of pesticides by people operating as commercial pesticide applicators.

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Year	Number of Complaints Filed for Mis-Use	
	Target	Actual
1999	50	
2000	40	
2001	30	
2002	20	
2003	10	
2004	5	

DATA COLLECTION METHODOLOGY.

State Lead Agency Records, Complaints Received.

Indicator 4

The total number of citizens completing non-formal education programs involving the safe use of pesticides in the home or office, the total number of these citizens who plan to adopt one or more recommended PAT practices, and the total number of these citizens who actually adopt one or more recommended PAT practices within six months after completing one or more of these programs.

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Year	Number of Citizens Completing Programs		Number Who Plan to Adopt Practices		Number Who Actually Adopt Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	2,440		1,200		750	
2000	2,500		1,300		600	
2001	2,600		1,350		700	
2002	2,700		1,400		850	
2003	2,750		1,450		900	
2004	2,800		1,450		1,000	

DATA COLLECTION METHODOLOGY

Includes Citizens, Registered Technicians, Homeowners, and Volunteers Attendance Records, Visits, Workshops, etc.

Indicator 5

The total number of stakeholders receiving educational information on Pests and Biology, Pest Management and Safe Practices in Management, Prevention and Control.

Year	Number of Persons Receiving Education		Number Who Plan to Adopt Practices		Number Who Actually Adopt Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	6800		5000		3000	
2000	6000		4500		3500	
2001	5000		4000		3000	
2002	4000		3000		2500	
2003	4000		3000		2500	
2004	4000		3000		2500	

DATA COLLECTION METHODOLOGY

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Number of Manuals, Bulletins, Leaflets, Handouts Sent or Distributed, Visits, Phone Calls, Clinics, Advisory Service.

Performance Goal 2

To annually increase the knowledge base of individuals through research-based information appropriate for an Urban population.

Indicator 1

The Number of Pesticide Newsletters/Bulletins Published Annual.

Year	Number of Pesticide Bulletins	Number of Newsletters
	Target	Actual
1999	12	
2000	12	
2001	12	
2002	12	
2003	12	
2004	12	

DATA COLLECTION METHODOLOGY

Bulletins Published.

Indicator 2

The number of individuals receiving the Pesticide Newsletters/bulletin monthly, the number who plan to adopt at least two practices from publication, and the number who actually adopt practices.

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Year	Number Receiving Newsletter/Bulletin		Number Who Plan to Adopt at Least Two Practices		Number Who Actually Adopt Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	1,500		1,500		1,200	
2000	1,500		1,500		1,200	
2001	1,500		1,500		1,200	
2002	1,500		1,500		1,200	
2003	1,500		1,500		1,200	
2004	1,500		1,500		1,200	

DATA COLLECTION METHODOLOGY

Mailing List, Follow-up Survey included in next bulletin received, Returned Surveys.

ESTIMATED VOLUNTEER PARTICIPATION

Extension

Year	Number of Volunteers
1999	29
2000	35
2001	38
2002	40
2003	45
2004	48

ALLOCATED RESOURCES

ESTIMATED FTE COMMITMENT

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Extension FTE's

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999	.68			1.20		
2000	.68			1.20		
2001	.68			1.20		
2002	.68			1.20		
2003	.68			1.20		
2004	.68			1.20		

Extension

Year	Federal	State	Local	Local
1999	57903	26907	0	0
2000	57903	26907	0	0
2001	57903	26907	0	0
2002	57903	26907	0	0
2003	57903	26907	0	0
2004	57903	26907	0	0

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GOAL 2: A SAFE, SECURE FOOD AND FIBER SYSTEM

RESEARCH PROJECT: Post Harvest Physiology of Fruits

Statement of Issue(s):

There is a need to improve and create new technologies to assure high quality and wholesomeness of fresh cut fruits and enhance market opportunities.

Performance Goal(s):

Identify fundamental physiological, biochemical, and genetic phenomena that will be useful in developing improved technologies, as well as, investigate practical applications of new knowledge to solve post harvest problems.

Output Indicators:

- ◆ Effective storage technologies that will minimize the use of post harvest chemical treatment.
- ◆ Determine cooling demand and relative rates of deterioration during storage.
- ◆ Examine the effects of controlled storage on quality attributes of fresh fruits.
- ◆ Monitor microbiological quality and safety of fresh cut fruits.

Outcome Indicators:

- ◆ Improve and develop new technologies for fruit handling, storage, packaging, shipping, and marketing.
- ◆ Improve control of ripening, senescence, suppression or elimination of physiological and pathological disorders.
- ◆ Modification of atmosphere packaging applications in the market place.
- ◆ Identify phenomenon associated with preservation and/or deterioration of post harvest quality that will be used in industry throughout the US and the world.

KEY PROGRAM COMPONENT(S):

- Comparative studies to identify differences between low oxygen induced and evaluated carbon dioxide induced fermentative metabolism.
- Investigate factors affecting the shift from aerobic to anaerobic respiration in whole and fresh

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- cut fruits.
- Examination of atmospheric composition-time temperature interaction on nutritional and safety aspects of the quality, especially on levels of Vitamin A and C, and microbiological population.

INTERNAL AND EXTERNAL LINKAGES:

Internal:

Faculty in the biology, food science, nutrition, and chemistry. Student Research Assistants.

External:

Interregional collaborations and intellectual interactions with scientists that participate in this project on trying to solve the problems of physiological, nutrient and other abiotic disorders that manifest themselves in the post harvest storage environment.

TARGET AUDIENCES:

Consumers throughout the world, restaurants, grocers and various food industries.

EVALUATION FRAMEWORK:

Activities and accomplishments through multi-state, multi-institutional, and multi-disciplinary research for our Station will be reported through the annual Northeast Impact Statements and the Northeast Reports (AD-421). A separate report on our integrated activities will be filed annually by this station.

RESEARCH PROJECT DURATION:

The duration of this project is 4 years, which at that time, the project may request a rewrite to continue.

ALLOCATED RESOURCES

Current (1999)	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004
31,094	31,094	31,094	32,649	32,649	

STAKEHOLDER INPUT:

Each year the researchers of this project, along with the Station's Director in collaboration

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SCIENTIFIC PEER REVIEW:

Proposals forwarded to USDA will be reviewed by a scientific peer review panel. This scientific peer review is an evaluation performed by experts with scientific knowledge and technical skills to conduct the proposed work whereby the technical quality and relevance to program goals are assessed.

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Integrated Research and Extension Activity

GOAL 2: A SAFE, SECURE FOOD AND FIBER SYSTEM

RESEARCH PROJECT: Post-Harvest Physiology of Fruits

Performance Goal 1

To increase the customer's knowledge and understanding of the quality and safety of fresh cut produce.

Indicator 1

The total number of AES research documents developed into educational materials/informational bulletins by CES at an appropriate reading level for residents of the District of Columbia.

Year	Number of Educational Bulletins Developed	
	Target	Actual
1999		
2000	1	
2001	2	
2002	2	
2003	2	
2004	2	

DATA COLLECTION METHODOLOGY

Research article(s) received from the research project staff. The ability to implement the indicator is based upon receiving research findings from the AES researcher(s), etc.

Indicator 2

The total number of persons completing non-formal education programs through CES on the quality and safety of fresh cut produce (e.g mangoes, apples, pears, peaches, persimmons) on data from AES research project, the total number who plan to adapt one or more practices, and the total

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number who actually adopt one or more practices.

Year	Number of Persons Completing Programs		Number Who Plan to Adopt Recommended Behavior		Number Who Actually Adopt Behaviors	
	Target	Actual	Target	Actual	Target	Actual
1999	300		300		275	
2000	1,000		1,000		950	
2001	1,200		1,200		1100	
2002	1,400		1,400		1400	
2003	1,500		1,500		1475	
2004	1,600		1,600		1550	

DATA COLLECTION METHODOLOGY

Enrollment Forms, Attendance Records, Follow-up Records, Pre and Post Tests, Requests for Information, etc.

ESTIMATED PROGRAM COST

Extension

Year	Federal	State	Local	Other
1999	16362	11951		
2000	16362	11951		
2001	16362	11951		
2002	16362	11951		
2003	16362	11951		
2004	16362	11951		

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ESTIMATED FTE COMMITMENT

Extension FTEs

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999	.30			.13		
2000	.30			.13		
2001	.30			.13		
2002	.30			.13		
2003	.30			.13		
2004	.30			.13		

ESTIMATED VOLUNTEER PARTICIPATION

Extension

Year	Number of Volunteers
1999	2
2000	4
2001	8
2002	19
2003	10
2004	12

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GOAL 3: A HEALTHY, WELL-NOURISHED POPULATION

Overview:

There are major declines in death rates from the three leading causes of death among Americans, namely, heart diseases, stroke, and un-intentional injuries. Infant mortality also decreased, and some of the childhood infectious diseases were almost eliminated. Much of the progress are due to a reduction in risk factors. Dietary factors clearly contribute substantially to preventable illness and premature death among various population groups in the United States.

Adverse health behaviors such as smoking, drinking, and drug abuse are on a decline, but are still major health risk factors in our community.

Dietary factors are associated with at least five of the ten leading causes of death - coronary heart disease, certain types of cancer, stroke, non-insulin - dependent diabetes mellitus, and atherosclerosis. Cirrhosis of the liver, un-intentional injuries, and suicides have been associated with excessive alcohol consumption. Undernutrition is still an underlined problem in some population groups including those individuals who are isolated or economically deprived.

The key CES educational programs and AES research projects developed to achieve Goal 3 include 1). Nutrition, Diet and Health, 2). Healthy Start Smoking Cessation, 3). Team Nutrition, 4). Professional Counseling Education, and 5). AES Research Project, "Nutritional Risk and Antioxidant Status in the Elderly."

Nutrition, Diet and Health Program is designed to provide families and individuals with the tools, techniques and knowledge necessary to make decisions about nutrition, diet and health to meet the Dietary Guidelines for Americans, to reduce the risk of chronic disease, and to practice preventative health measures.

Calling It quits (Smoking Cessation) is a program designed to reduce smoking in pregnant and postpartum women and persons living in the home with her, to educate them about the harmful effects of second hand smoke, and the need for fostering a support system for the individuals to remain smoke free.

Team Nutrition, a school-based nutrition education program is designed to empower schools to serve meals that meet the Dietary Guidelines for Americans and to motivate children to make food choices for a healthy diet; to help children and their families to expand the variety of foods in their diet; to add more fruits, vegetables and whole grains to the foods they already eat; to construct a diet lower in fat; and to make all public schools Team Nutrition Schools.

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The Professional Counseling Education Program educates individuals to become Certified Addiction Counselors (CACs) and provided educational support to persons in recovery from addiction, to become healthy and productive members of the community.

"Nutritional Risk and Antioxidant Status in the Elderly", formerly the "Assessment of Nutritional Risk in the Elderly", is a Multi-state Research project of AES. The project was extended until Fiscal Year 2004. The project is designed to improve methods of assessing dietary patterns and nutrient intakes of the elderly. The project also focus on antioxidant compounds in the diet and the body.

Partnerships with public and private community-based organizations and agencies within the Washington, DC Metropolitan Area will be standard practices for the delivery of nutrition information to customers. These relationships will allow CES to enhance the nutrition education needs of its customers and to add value to the education provided by other agencies.

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GOAL 3 A HEALTHY, WELL-NOURISHED POPULATION

EXTENSION PROGRAM: Nutrition, Diet, and Health

Statement of Issue(s)

The Nutrition, Diet and Health Program includes four components:

- ◆ Nutrition, Diet, and Health
- ◆ Calling It Quits (Smoking Cessation)
- ◆ Team Nutrition (School-Based Nutrition Education)
- ◆ Professional Counseling Education

The District of Columbia population is plagued with a higher than average infant mortality rate (IMR), poor nutrition practices throughout the life cycle, poverty, low maternal education, adverse health behavior such as smoking, drinking and drug abuse and a poor distribution of protective foods available in low-income neighborhoods. These are all factors related to the health status of the District's residents. Drug abusers who are in recovery participate in our Aftercare program. Aftercare is a structured program designed to help the recovering addict transition into a productive lifestyle that is free of drugs.

Infant mortality has long been regarded as a sensitive indicator of the state of the population's health. In 1988, when the D. C. Cooperative Extension Service launched the first major efforts to reduce infant mortality in the District of Columbia, the infant mortality rate (IMR) was 23.2% or 23 deaths per 1000 live births, a rate which was also higher than that of any of the 50 states and among the highest for any city with a population greater than 500,000. The IMR is expressed in terms of the number of infants who die in their first year of life per 1000 births. In 1995, the IMR was lowest since infant deaths began to be recorded in the District of Columbia in 1900. The IMR among blacks in D.C. continues to be twice as high as that of whites. In 1994, the IMR among whites was 8.9 and for blacks 21.1. The black-white ratio was 2.4 to 1. The total IMR for the U.S. is 7.9 per 1000, but in Washington, D.C. it is now reduced to 14.2% in 1997, down from 16.1% in 1995 and 23.2% in 1988. Known risk factors that increase an infant's chance of dying in his first year of life include: low birth weight, pre-term delivery, poverty, poor nutrition, low maternal education, inadequate housing, disruptive family life, lack of social support, and single parenting of the mother. Other factors which increase the rate of infant mortality are prenatal care late in the expectant mother's pregnancy or no prenatal care, unintended pregnancy, adverse health behavior such as smoking, drinking, and drug abuse; and a number of medical risk factors. Reduction of the District's IMR is a high priority of the city and a high priority for D. C. Extension.

Fresh fruits and vegetables are important foods in the American diet. Washington, D.C. has

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few farmer's markets. In some lower-income areas, like Anacostia, there are no farmer's markets and little access to fresh foods at grocery stores. A recent study by, From the Ground Up, documented the quality, freshness, and price in lower southeast grocery stores when compared to those of upper Northwest. The dichotomy was significant, southeast stores stocked minimal produce of poor quality at expensive prices. Farmer's markets in this area would be advantageous for both the farmers and for low income residents.

Approximately, 94,251 people in the District receive food stamps and approximately 8,000 women, 12,805 infants and 7,926 children receive the special Supplemental Food Program for Women, Infants and Children (WIC). In 1994, 8,021 participants received WIC vouchers for the purchase of fresh fruits and vegetables from farmer's markets and farm stands. In addition to the produce, nutrition education is needed at the "point of purchase." Nutrition education on the 5-A Day Campaign, food safety, preparation, storage and shelf life of fresh fruits and vegetables would significantly enhance the nutrition knowledge of CES customers. Additionally, school age children and the elderly are two population groups also in need of health and nutrition information.

Approximately 75,000 children attend the 146 public schools and approximately 12 public charter schools in the District of Columbia, and an additional 12,000 of the Districts' children attend non-public schools. The D.C. school age children are among the poorest in the nation. Low wages, higher unemployment, an increase in single-parent households (80%), cutbacks in welfare benefits, and the failure of safety net programs to keep up with the inflation rate, contribute to the high poverty rate among families with young children in D.C. One in four or 27.3% of the children live in poverty placing D. C. fourth from the bottom in measures of childhood poverty, another 15% of the Children care for themselves (latch key kids), which includes making their own food choices and preparing their own meals. In a study of sixth graders at a D. C. elementary school, 60% of the children were overweight (caused by a lack of physical activity and poor eating habits), and 35% of elementary school kids participated in school meal programs, their only source of nutrition .

The senior population accounts for 103,000 or 17% of District of Columbia residents. For every six residents, one is a senior citizen. The elderly income status is second only to children under the age of 18 in regard to the percentage in poverty. Many households have two of the poorest income groups residing in the same home, grandparents and grandchildren. The elderly suffer disproportionately from heart disease, cancer, diabetes, hypertension and obesity in comparison to the rest of the population. Approximately 56% of the District's seniors require a special diet.

Health care is a major concern of the elderly. They are most likely to be uninsured and food and drug interactions are a critical health issue for the elderly in D.C. Many elderly take multiple medications in high doses, up to 20 tablets a day, increasing their potential for dangerous food and drug reactions. The Agricultural Experiment Station (AES) has undertaken research to assess nutritional risk in the D. C. elderly population.

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KEY PROGRAM COMPONENT(S)

The key program components are Nutrition, Diet, and Health, Team Nutrition, Smoking Cessation, and Professional Counseling Education.

INTERNAL AND EXTERNAL LINKAGES:

Internal:

The internal linkages include the Agricultural Experiment Station, UDC Computer Science, Sociology and Media Departments; and other UDC departments and Units.

External:

The external linkages include the D. C. Office of Maternal and Child Health, WIC offices in local clinics and health centers, Anacostia Neighborhood Clinic, Congress Heights Clinic, D. C. General Hospital, UPO Anacostia Community Service Center, Hadley Memorial Hospital, Hunt Place Clinic, Capital Area Community Food Bank, Bread for the City, Assumption Outreach, Southeast Crisis Center, Allen Community Center, Nationals Healthy Start, Alcohol Drug Abuse Services Administration (ADASA), Howard University Hospital, Environment Protection Agency (EPA), Potomac Electric Power Company, New Horizons Women's Program, D. C. Office on Aging, and Delegate Agencies, D. C. Public Schools, American Cancer Society, American Heart Association, WIC State Agency, Safeway Foods, Giant Foods, Inc., University of Connecticut, National Soldiers and Airmen's Home, local businesses, local housing authorities, United Planning Organization (UPO), Meals-on-Wheels, SOME, D. C. Department of Social Services, and other community based organizations and agencies.

TARGET AUDIENCES:

The audiences include all population groups within the District of Columbia. Each program targets one or more population groups and other distinguishing characteristics based upon funding source and the nature of the program.

EVALUATION FRAMEWORK:

Each program and major program component has a focused evaluation. Program evaluations include structured surveys, data collection instruments, pre and post tests, follow-up post tests,

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questionnaires, and other evaluative instruments in the planning process.

The measures will include 1). the number of customers utilizing health and nutrition information, 2). the number of persons reducing life-style risk factors, 3), the number of persons adopting recommended practices, 4). levels of community impact; 5). the dollar value of health impacts, etc.

PROGRAM DURATION:

The program is long-term.

OBJECTIVES, PERFORMANCE GOALS, AND INDICATORS

Objective 1: To optimize the health of consumers by improving the quality of diets, the quality of food, and the number of food choices.

Performance Goal 1

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

Indicator 1

The total number of persons completing non-formal nutrition education programs on better management of health risk factors (e.g., obesity, hypertension, etc.), the total number of these persons who plan to adopt one or more recommended nutrition practices to reduce health risks, and the total number of these persons who actually adopt one or more recommended nutrition practices to reduce health risks within six months of completing one or more of these programs.

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Year	Number of Persons Completing Programs		Number Who Plan to Adopt Practices		Number Who Actually Adopt Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	70,000		70,000		60,000	
2000	80,000		80,000		70,000	
2001	90,000		90,000		80,000	
2002	100,000		100,000		90,000	
2003	110,000		110,000		100,000	
2004	120,000		120,000		110,000	

DATA COLLECTION METHODOLOGY

Sign-in sheets, attendance records, enrollment forms, appointment schedules, follow-up survey instruments, pre and post tests, etc.

Performance Goal 2

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

Indicator 1

The total number of persons completing non-formal nutrition education programs that provide dietary guidance to consumers, the total number of these persons who plan to adopt one or more recommended Dietary Guidelines, and the total number of these persons who actually adopt one or more recommended Dietary Guidelines within six months after completing one or more of these programs.

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District of Columbia**

Year	Number of Persons Completing Programs		Number Who Plan to Adopt Recommendations		Number Who Actually Adopt Recommend.	
	Target	Actual	Target	Actual	Target	Actual
1999	60,000		58,000		50,000	
2001	65,000		63,000		60,000	
2001	70,000		68,000		65,000	
2002	75,000		73,000		70,000	
2003	80,000		78,000		75,000	
2004	85,000		82,000		80,000	

DATA COLLECTION METHODOLOGY

Sign-in sheets, appointment schedules, data bank, the number of persons who plan to adopt, and the number of persons who actually adopt the practices, etc.

Performance Goal 3

To strengthen the capacity of higher education institutions to develop future scientists, professionals, and leaders in human nutrition, and family and consumer sciences who will more effectively contribute to understanding issues related to human nutrition, and family and consumer sciences.

Indicator 1

The total number of students completing formal courses in human nutrition, and family and consumer sciences that utilize modern educational strategies, distance learning technologies, and educational or internship experiences in real world learning environments.

**Plan of Work
District of Columbia**

Year	Number of Students in Formal Courses	
	Target	Actual
1999	175	
2000	175	
2001	175	
2002	175	
2003	175	
2004	175	

DATA COLLECTION METHODOLOGY

Class roll book, attendance records, grading evaluations, etc.

Objective 2

To promote health, safety, and access to quality health care.

Performance Goal 1

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

Indicator 1

The total number of persons completing non-formal education programs on health promotion, (e.g. smoking cessation), the total number of these persons who plan to adopt one or more recommended practices, and the total number of these persons who actually adopt one or more recommended practices within six months after completing one or more of these programs.

**Plan of Work
District of Columbia**

Year	Number of Persons Completing Programs		Number Who Plan to Adopt Practices		Number Who Actually Adopt Practices	
Baseline	16,485		12,474		9,327	
	Target	Actual	Target	Actual	Target	Actual
1999	8,400		8,000		8,750	
2000	10,700		9,000		8,500	
2001	14,000		13,500		13,000	
2002	16,000		14,500		13,750	
2003	17,000		16,500		15,500	
2004	19,000		18,500		17,750	

DATA COLLECTION METHODOLOGY

Enrollment forms, attendance forms, registration forms, survey instruments, etc.

Performance Goal 2

To strengthen the capacity of higher education institutions to develop future scientists, professionals, and leaders in health sciences who will more effectively contribute to understanding issues related to health sciences and related disciplines.

Indicator 1

The total number of students completing formal courses in health sciences that utilize modern educational strategies, distance learning technologies, and educational or internship experiences in real world learning environments.

**Plan of Work
District of Columbia**

Year	Number of Students in Formal Courses	
	Target	Actual
1999	5	
2000	5	
2001	5	
2002	8	
2003	10	
2004	12	

DATA COLLECTION METHODOLOGY

Class enrollment, observations, placement of students in educational or internship experiences, attendance records, etc.

Indicator 3

The total number of persons completing non-formal educational programs (e.g. Fundamental of Counseling, Advanced Chemical Dependency, Ethics, Human Development, Pharmacology, Signs and Symptoms, Rules and Regulations, Field Practicum) to become a Certified Addiction Counselors to provide educational programs to individuals in recovery from addiction.

Year	Number Who Completed Courses	
	Target	Actual
1999	25	
2000	50	
2001	75	
2002	100	
2003	1125	

**Plan of Work
District of Columbia**

2004	150	
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DATA COLLECTION METHODOLOGY

Enrollment records, attendance records, classroom evaluations, survey instruments, etc.

Performance Goal 3

To annually increase the availability of health education programs to communities in which CSREES partners and cooperators play an active research, education, or extension role.

Indicator 1

The total number communities participating in health community decision-making education programs, and the number of these communities that implement cost effective health care services, improve the availability or access to health care services, or improve the quality of health care facilities to serve economically and culturally diverse members of the community.

Year	Number of Communities Participating		Number Implementing or Improving Services	
	Target	Actual	Target	Actual
1999	2		2	
2000	4		4	
2001	4		4	
2002	4		4	
2003	4		4	
2004	4		4	

DATA COLLECTION METHODOLOGY

Focus groups, community meetings, reports from cooperators.

Indicator 2

**Plan of Work
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The total number of community-wide health events in communities implementing health community decision making education programs.

Year	Number of Community-Wide Health Events	
	Target	Actual
1999	1	
2000	2	
2001	2	
2002	2	
2003	2	
2004	2	

DATA COLLECTION METHODOLOGY

Health fair participation.

Performance Goal 4

To annually increase the effectiveness of constituent and citizen participation on public policy issues affecting health community decision-making.

Indicator 1

The total number of persons completing non-formal education programs on public policy issues affecting health community decision-making, the total number of these persons who plan to become actively involved in one or more public policy issues, and the total number of these persons who actually become actively involved in one or more public policy issues within six months after completing one or more of these programs.

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Year	Number of Persons Completing Programs		Number Who Plan to Become Involved		Number Who Actually Become Involved	
	Target	Actual	Target	Actual	Target	Actual
1999	50		45		40	
2000	60		55		45	
2001	75		70		60	
2002	90		80		70	
2003	100		95		90	
2004	125		115		110	

DATA COLLECTION METHODOLOGY

The current public policy health community issue being dealt with is infant mortality. Data collection methods include the number of individuals in attendance, surveys, questionnaires, follow-up questionnaires, etc.

Performance Goal 5

To annually increase the number of Team Nutrition Schools in the District of Columbia.

Indicator 1

The total number of schools enrolled as Team Nutrition Schools in the District of Columbia.

**Plan of Work
District of Columbia**

Year	Number of Team Nutrition Schools	
Baseline	43	
	Target	Actual
1999	20	
2000	20	
2001	20	
2002	20	
2003	20	
2004	15	

DATA COLLECTION METHODOLOGY

Number of Team Nutrition Applications approved. Currently 43 of the District's 156 public schools are Team Nutrition Schools. The goal is to enroll the additional 113 schools as Team Nutrition Schools by the year 2001.

Performance Goal 6

To annually increase the number of public and private organizations and agencies in the network of partners and collaborators with the Healthy Start Nutrition Program.

Indicator 1

The annual number of agencies and organizations joining the network of partners and collaborators, the total number of these organizations who plan to provide one or more educational program, and the total number of these organizations who actually provide one or more educational program.

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District of Columbia**

Year	Number of Agencies Joining the Network		Number Who Plan to Provide One or More Educational Program Center		Number Who Actually Provide One or More Educational Programs	
	Target	Actual	Target	Actual	Target	Actual
1999	30		30		28	
2000	35		35		33	
2001	40		40		38	
2002	42		42		40	
2003	44		44		42	
2004	46		46		44	

DATA COLLECTION METHODOLOGY

Enrollment forms, survey instruments, meeting records, etc.

Performance Goal 7

To annually increase the community’s understanding of media reports on nutrition, dispel the confusion and contradictions of the information and provide sound advice geared toward preventative nutrition practices.

Indicator 1

The total number of persons receiving sound nutrition advice via nutrition hotline, and the total number who actually adopt one or more of the practices.

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Year	Number Receiving Information		Number Who Actually Adopt One or More Practices	
	Target	Actual	Target	Actual
1999	0		0	
2000	15000		15000	
2001	20000		20000	
2002	200000		200000	
2003	200000		200000	
2004	200000		200000	

DATA COLLECTION METHODOLOGY

Media reports on nutrition and health are often confusing to the community. A nutrition Hotline will help dispel the confusion and contradictions of this information, and provide sound advice geared toward preventative nutrition and health practices. A registered dietitian will be available to answer questions and address concerns. Approximately 15 calls/2 hours daily, totally 15-20 thousand calls annually.

ESTIMATED PROGRAM COST

Extension

Year	Federal	State	Local	Other
1999	204385	85509		
2000	204385	85509		
2001	204385	85509		
2002	204385	85509		
2003	204385	85509		
2004	204385	85509		

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Extension FTEs

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999	1.80			.75		
2000	1.80			.75		
2001	1.80			.75		
2002	1.80			.75		
2003	1.80			.75		
2004	1.80			.75		

ESTIMATED VOLUNTEER PARTICIPATION

Extension

Year	Number of Volunteers
1999	
2000	
2001	
2002	
2003	
2004	

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**Plan of Work
District of Columbia**

GOAL 3: A HEALTHY, WELL NOURISHED POPULATION

RESEARCH PROJECT: Nutritional Risk and Antioxidant Status in the Elderly

Statement of Issue(s):

There is a growing need to study the various aspects of geriatric nutrition because many Americans 65 years and older may be at risk for malnutrition. Major nutrition related diseases, such as heart disease, cancer, diabetes, hypertension, and stroke manifest themselves in the senior years. Moreover, there is a need to identify poor nutritional status, including nutrient deficiency, under nutrition, and nutrient excess. Research is required in order to obtain an understanding of the role that knowledge and attitudes play in determining dietary and other health related behaviors. With this information, effective public health interventions can be developed to improve food choices, promote health, and reduce risk of chronic disease.

Output Indicators:

- ◆ Produce a profile of indicators which will signal the need for dietary intervention.
- ◆ Conduct quantitative case studies to identify possible unforeseen behavioral and attitudinal variables.
- ◆ Assess directly the impact of knowledge and attitudes about certain risk factors and diet on patterns of food consumption or nutrient intake.

Outcome Indicators:

- ◆ Uncover interactions of individuals with circumstances and environment, and offer future quantitative variable analysis.
- ◆ An extensive and useful profile of nutritionally at-risk elderly individuals will be revealed.
- ◆ Effective public health interventions can be developed to improve food choices, promote health, and reduce the risk of chronic disease.

KEY PROGRAM COMPONENT(S):

- Develop and refine methods of assessing dietary intake of the elderly population that are valid and reliable;
- Identify behavioral and attitudinal profiles which predict nutritional risk in the elderly, and
- Procure substantive data which may provide targeted interventions to reduce the obstacles to and increase the opportunities for dietary modification or change.

INTERNAL AND EXTERNAL LINKAGES:

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District of Columbia**

Internal:

This project will collaborate with food and nutrition scientists in the University of the District of Columbia, Department of Biological and Environmental Sciences and disseminate research findings through the Cooperative Extension Service.

External:

The UDC team works closely with the investigators from nine other Agricultural Experiment Stations (CT, ME, MA, NH, NYC, PA, RI, ST. JOE. HOS/ME, & YALE) at land grant institutions in the northeast region of the United States and ARS.

TARGET AUDIENCES:

Research findings are directed towards the citizens of the District of Columbia and the American public at-large. The results of this research will be disseminated to the public at-large through the Cooperative Extension Service of the University of the District of Columbia.

EVALUATION FRAMEWORK:

Case studies will be conducted focusing on descriptions of current nutritional and dietary status. Each case study will include tape recorded interviews; observations of subjects inside and outside the home; five day written food diaries; and examination of written records and materials as available or deemed appropriate. Qualitative data will be collected and analyzed over the next five years. A profile will include results of: correlation, regression, factor and cluster analyses completed in the previous NE-172 investigations, analysis of qualitative data collected from the case studies, and additional quantitative analysis of variables suggested by qualitative investigations.

RESEARCH PROJECT DURATION:

This research project, involving ten Agricultural Experiment Stations and ARS, will continue for the five year, life of this plan.

ALLOCATED RESOURCES

Current (1999)	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004
67,248	67,248	67,248	70,610	70,610	70,610

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STAKEHOLDER INPUT:

Each year, the researchers of this project, along with the Station's Director in collaboration with the University's Cooperative Extension Service, will hold several "open to the public listening sessions." The purpose of these sessions will be to gather stakeholders input and comments on past achievements, current activities, and proposed plans for the Agricultural Experiment Station's Program. To better insure attendance by traditionally underserved populations, invitations will be extended to a very broad community of stakeholders and customers.

MULTI-INSTITUTIONAL, MULTI-DISCIPLINARY, MULTI-STATE, AND INTEGRATED ACTIVITIES:

This NE 172 Multi-state Research Project at the University of the District of Columbia, collaborates with nine other institutions (CT, ME, MA, NH, NYC, PA, RI, ST. JOE.HOS/ME, YALE) and ARS in the Northeastern United States. The regional project is very diverse in its research concerns. The objectives of this research spans many disciplinary borders biochemistry, molecular biology, statistics, food science, physiology and medicine. Research teams of the project participate in a yearly, three day technical meeting where outcomes, data, and future plans are shared. New initiatives may be added, goals and/or procedures can be modified based on local and regional accomplishments.

PEER REVIEW:

A peer review panel for the Agricultural Experiment Station includes, representatives from the Department of Biological and Environmental Sciences, Department of Chemistry, Department of Physics, Cooperative Extension Service, community and state and local government. If approved, the research proposal will be forwarded to the Northeast Multi-state Research Committee for a scientific peer review. If approved by this committee, the proposal will then be submitted to USDA for the final scientific review.

SCIENTIFIC PEER REVIEW:

Proposals forwarded to USDA will be reviewed by a scientific peer review panel. This scientific peer review is an evaluation performed by experts with scientific knowledge and technical skills to conduct the proposed work whereby the technical quality and relevance to program goals are assessed.

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**Plan of Work
District of Columbia**

Integrated Research and Extension Activity

GOAL 3: A HEALTHY, WELL NOURISHED POPULATION

RESEARCH PROJECT: Nutritional Risk and Antioxidant Status in the Elderly

Performance Goal 1:

To annually reduce the health risk factors of the elderly through non-formal educational programs to improve dietary habits and health related behaviors in which CSREES partners and cooperators play an active research, education, or extension role.

Indicator 1:

The total number of AES research documents developed into educational materials/informational bulletins by CES at an appropriate reading level for residents of the District of Columbia.

Year	Number of Educational Bulletins Developed	
	Target	Actual
1999	1	
2000	2	
2001	2	
2002	2	
2003	2	
2004	2	

DATA COLLECTION METHODOLOGY

Research article(s) received from the research project staff. The ability to implement the indicator is based upon CES receiving research findings from AES researcher(s), etc.

Indicator 2:

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The total number of elderly completing CES non-formal nutrition and health educational programs on better management of health risk factors (e.g., obesity, hypertension, diabetes, cancer, etc.), the total number of these persons who plan to adopt one or more recommended nutrition practices to reduce health risks, and the total number of persons who actually adopt one or more recommended nutrition practices to reduce health risk factors within six months of completing one or more of these programs.

Year	Number of Persons Completing Programs		Number Who Plan to Adopt Practices		Number who Actually Adopt Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	100		100		85	
2000	600		600		550	
2001	700		700		650	
2002	800		800		750	
2003	900		900		850	
2004	1000		1000		950	

DATA COLLECTION METHODOLOGY

Sign-in sheets, attendance records, enrollment forms, follow-up survey instruments. etc.

Performance Goal 2:

To annually increase the elderly awareness, understanding, and information on dietary guidance and appropriate nutrition practice.

Indicator 1:

The total number of elderly completing CES non-formal nutrition education programs that provide dietary guidance to the elderly customers, the total number of elderly who plan to adopt one or more recommended dietary guidelines, and the total number of elderly who actually adopt one or more recommended dietary guidelines with six months after completing one or more of these programs.

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Year	Number of Persons Completing Programs		Number Who Plan to Adopt Recommendations		Number Who Actually Adopt Recommendations	
	Target	Actual	Target	Actual	Target	Actual
1999	100		100		85	
2000	500		500		450	
2001	600		600		550	
2002	700		700		650	
2003	800		800		750	
2004	900		900		850	

DATA COLLECTION METHODOLOGY

Attendance records, enrollment forms, follow-up survey instruments, etc.

ESTIMATED PROGRAM COST

Extension

Year	Federal	State	Local	Other
1999	16363	11951		
2000	16363	11951		
2001	16363	11951		
2002	16363	11951		
2003	16363	11951		
2004	16363	11951		

ESTIMATED FTE COMMITMENT

Extension FTEs

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projects and were honored with a special award from the AITC, Coordinator.

COORDINATION: Worked closely with the Task Force Principals and Teachers organized meetings, selected and met with the trainer, attended the national Conferences - participated as an exhibitor and the National Ag in the Classroom Consortium's auction, maintained records/evaluations, and currently in the process of organizing a materials Resource Center for D.C. Public Schools teachers.

TASK FORCE: The Task Force is made of volunteers from agri-businesses, education, Agricultural Research Center, United States Department of Agriculture, Cooperative Extension Service - Agriculture and natural Resources Unit and D.C. Public Schools personnel. The role of the Task Force is to assist with development (i.e. school/teacher selection) and evaluation of the program.

INTERNAL AND EXTERNAL LINKAGES:

Internal:

Cooperative Extension Service.
Agriculture Experiment Station.
Environmental and Biological Services Department

External:

United States Department of Agriculture
Langdon Elementary School
Murch Elementary School
Gibbs Elementary School
Parkview Elementary School
Stanton Elementary School
Walker-Jones Elementary School
Winston Education Center
Agriculture Research Station, Beltsville, Md.
Lane College - Jackson, Tennessee
St. Pauls College - Lawrenceville, Virginia.
District Institute for Growth.
American Farm Bureau Federation
USDA, Agriculture Research Station
National Cotton Council
American Veterinary Medical Association

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Animal Industry Foundation
D.C. Public Schools
Egg Nutrition Center
National Association State University
Land Grant Colleges and Univeresities, Urban Univerties
Agriculture Council of America.

TARGET AUDIENCES:

District of Columbia Public School Teachers and Students and community residents, plus one elementary school in Lawrenceville, Virginia.

EVALUATION FRAMEWORK:

Summative Evaluations will be used to measure the responses of participants to program intervention. Teachers are given an evaluation form at the end of each session to answer questions which explain what they liked, disliked, what was learned, what really helped, what other information was needed, and suggested program changes that would give them a better understanding of the agricultural content being taught. Students will complete an evaluation form that gave the teacher information about what they learned and how they felt about the "Ag in the Classroom" program.

PROGRAM DURATION:

Long Term--based on annual funding.

OBJECTIVE, PERFORMANCE GOALS, AND INDICATORS

Objective 1: To strengthen the capacity of Public schools to assist Universities to develop and promote students who will have the capacity to become future scientists in agricultural sciences and related disciplines.

Performance Goal 1

To annually provide a cutting edge "Agriculture in the Classroom curriculum" to public schools that will broaden young minds in understanding agriculture production, food and fiber and the agricultural sciences and related disciplines in general.

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Indicator 1

The total number of teachers participating in "Agriculture in the Classroom" training annually and the number of teachers planning to adopt the training and the number of teachers who actually adopt the training.

Year	Number of Teachers in Informal Training		Number of Teachers Who Plan to Adopt		Number of Teachers Who Actually Adopted	
	Target	Actual	Target	Actual	Target	Actual
1999	16		16		16	
2000	16		16		16	
2001	16		16		16	
2002	16		16		16	
2003	16		16		16	
2004	16		16		16	

DATA COLLECTION METHODOLOGY

Number of teachers recruited, number of teachers enrolled in training class and attendance sheets.

Indicator 2

The total number of teachers trained in Agriculture in the classroom curriculum and the number of teachers who plan to adopt the agriculture in the classroom curriculum, and the number of teachers who actually adopt the agriculture in the classroom curriculum.

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Year	Number of Teachers Trained		Number of Teachers Plan to Adopt		Number of Teachers Who Actually Adopted	
	Target	Actual	Target	Actual	Target	Actual
1999	36		36		36	
2000	52		52		52	
2001	68		68		68	
2002	84		84		84	
2003	100		100		100	
2004	116		116		116	

DATA COLLECTION METHODOLOGY

Number of teachers trained annually, class attendance and the number of teachers implementing the curriculum in the classrooms.

Indicator 3

The total number of public schools students enrolled in formal classes in agricultural sciences, and the number that utilized modern educational strategies, distance learning technologies, and educational or internship experiences in real world learning environments.

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Year	Number of Public School Students in Formal Classes	
Baseline	672	
	Target	Actual
1999	2,688	
2000	10,752	
2001	20,500	
2002	30,000	
2003	40,000	
2004	50,000	

The number of students projected to participated in the AITC program is based on an average class size of 24 students. Using the number of teachers trained times (X) twenty-four students gives us our targeted number. The previous target number is then added to next years target number. The number of teachers trained the first year was 6, after the first year, the number of teachers trained was sixteen. The number used for each year, 1999 through 2004 is based on training 16 teachers, and the assumption funding will be continued. Other methodology utilized will be teacher’s records, student evaluations, hands-on training and field trip experiences.

Indicator 4

The total number of persons completing non-formal education program on sustaining and protecting ecosystem biodiversity while improving the productive of the U.S. agricultural production system, the total number of these persons who plan to adopt one or more recommended practices, and the total number of these persons who actually adopt one or more recommended practices within six months after completing one or more of these programs.

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Year	Number of Persons Completed Programs		Number Who Plan to Adopt Practices		Number Who Actually Adopt Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	22		22		22	
2000	38		38		38	
2001	54		54		54	
2002	70		70		70	
2003	86		86		86	
2004	102		102		102	

DATA COLLECTION METHODOLOGY

Program records, program evaluation, workshops and coordinator records.

ALLOCATED RESOURCES

ESTIMATED FTE COMMITMENT

Extension FTEs

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999	.46			.12		
2000	.46			.12		
2001	.46			.12		
2002	.46			.12		
2003	.46			.12		
2004	.46			.12		

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Extension

Year	Federal	State	Local	Other
1999	32054	12875		
2000	32054	12875		
2001	32054	12875		
2002	32054	12875		
2003	32054	12875		
2004	32054	12875		

ESTIMATED VOLUNTEER PARTICIPATION

Extension

Year	Number of Volunteers
1999	38
2000	54
2001	70
2002	86
2003	102
2004	118

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**GOAL 4: TO ACHIEVE GREATER HARMONY (BALANCE) BETWEEN
AGRICULTURE AND THE ENVIRONMENT PROGRAM**

EXTENSION PROGRAM: Voyage Across Technology

Statement of Issue(s):

The University of the District of Columbia Division of Community Outreach and Extension Services offers through its Cooperative Extension Service as part of the "Ag in the Classroom" program the Voyage Across Technology Project.

The United States Department of Agriculture (USDA) provided leadership to teachers, youth and Extension staff from Virginia, Maryland and the District of Columbia in developing inter-active learning modules for students K-12, called Voyage Across Technology, for USDA's Internet Learning Modules and communities. Other federal agencies cooperating in this initiative are the Internal Revenue Service (IRS) and the Environmental Protection Agency (EPA). Voyage Across Technology (VAT) was implemented in four phases by 4-H Tech Teams from Maryland, Virginia and the District of Columbia, representing teachers, youth, Extension staff and federal agents from USDA, the EPA and the IRS. During Phase I, the 4-H Tech Team received effective formats for interactive learning modules existing on the WWW and Internet. In Phase II, the 4-H Tech Team developed a multi-faceted electronic learning module on the Chesapeake Bay. The team was led by middle and high school teachers who previously developed learning modules with Extension staff and federal agencies in Maryland, Virginia and the District of Columbia. During Phase III, the team tested the learning modules in several classrooms in Washington Metropolitan region and developed a method for mentoring teachers and students in using the Internet based learning modules. Finally, Phase IV involved designing additional learning modules - Animal Science, Life smarts and Agriculture in the Classroom - based on existing electronic resources and traditional curriculum.

The two educators involved in VAT in the District of Columbia are a Counselor and a fourth grade teacher at Walker-Jones Elementary School in Ward 2. They developed learning modules utilizing agriculture content learned during the Agriculture in the Classroom training program which included a lesson design on the Chesapeake Bay.

KEY PROGRAM COMPONENT(S)

- ◆ Curriculum for training in Voyage Across Technology.
- ◆ Teacher Training
- ◆ Internet Experiences
- ◆ Classroom Instructions.
- ◆ Coordination

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Internal:

This project will collaborate with food and nutrition scientists in the University of the District of Columbia, Department of Biological and Environmental Sciences and disseminate research findings through the Cooperative Extension Service.

External:

The UDC team works closely with the investigators from nine other Agricultural Experiment Stations (CT, ME, MA, NH, NYC, PA, RI, ST. JOE, HOS/ME, & YALE) at land grant institutions in the northeast region of the United States and ARS.

TARGET AUDIENCES:

Research findings are directed towards the citizens of the District of Columbia and the American public at-large. The results of this research will be disseminated to the public at-large through the Cooperative Extension Service of the University of the District of Columbia.

EVALUATION FRAMEWORK:

Case studies will be conducted focusing on descriptions of current nutritional and dietary status. Each case study will include tape recorded interviews; observations of subjects inside and outside the home; five day written food diaries; and examination of written records and materials as available or deemed appropriate. Qualitative data will be collected and analyzed over the next five years. A profile will include results of: correlation, regression, factor and cluster analyses completed in the previous NE-172 investigations, analysis of qualitative data collected from the case studies, and additional quantitative analysis of variables suggested by qualitative investigations.

RESEARCH PROJECT DURATION:

This research project, involving ten Agricultural Experiment Stations and ARS, will continue for the five year, life of this plan.

ALLOCATED RESOURCES

67,248	67,248	67,248	67,248	67,248	67,248
Current (1999)	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004

STAKEHOLDER INPUT:

Each year, the researchers of this project, along with the Station's Director in collaboration with the University's Cooperative Extension Service, will hold several "open to the public listening sessions." The purpose of these sessions will be to gather stakeholders input and comments on past achievements, current activities, and proposed plans for the Agricultural Experiment Station's Program. To better insure attendance by traditionally underserved populations, invitations will be extended to a very broad community of stakeholders and customers.

MULTI-INSTITUTIONAL, MULTI-DISCIPLINARY, MULTI-STATE, AND INTEGRATED ACTIVITIES:

This NE 172 Multi-state Research Project at the University of the District of Columbia, collaborates with nine other institutions (CT, ME, MA, NH, NYC, PA, RI, ST. JOE, HOS/ME, YALE) and ARS in the Northeastern United States. The regional project is very diverse in its research concerns. The objectives of this research spans many disciplinary borders biochemistry, molecular biology, statistics, food science, physiology and medicine. Research teams of the project participate in a yearly, three day technical meeting where outcomes, data, and future plans are shared. New initiatives may be added, goals and/or procedures can be modified based on local and regional accomplishments.

PEER REVIEW:

A peer review panel for the Agricultural Experiment Station includes, representatives from the Department of Biological and Environmental Sciences, Department of Chemistry, Department of Physics, Cooperative Extension Service, community and state and local government. If approved, the research proposal will be forwarded to the Northeast Multi-state Research Committee for a scientific peer review. If approved by this committee, the proposal will then be submitted to USDA for the final scientific review.

SCIENTIFIC PEER REVIEW:

Proposals forwarded to USDA will be reviewed by a scientific peer review panel. This scientific peer review is an evaluation performed by experts with scientific knowledge and technical skills to conduct the proposed work whereby the technical quality and relevance to program goals are assessed.

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Integrated Research and Extension Activity

GOAL 3: A HEALTHY, WELL NOURISHED POPULATION

RESEARCH PROJECT: Nutritional Risk and Antioxidant Status in the Elderly

Performance Goal 1:

To annually reduce the health risk factors of the elderly through non-formal educational programs to improve dietary habits and health related behaviors in which CSREBS partners and cooperators play an active research, education, or extension role.

Indicator 1:

The total number of AFS research documents developed into educational materials/informational bulletins by CES at an appropriate reading level for residents of the District of Columbia.

Year	Target	Actual
	Number of Educational Bulletins Developed	
1999	1	
2000	2	
2001	2	
2002	2	
2003	2	
2004	2	

DATA COLLECTION METHODOLOGY

Research article(s) received from the research project staff. The ability to implement the indicator is based upon CES receiving research findings from AFS researcher(s), etc.

Indicator 2:

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The total number of elderly completing CES non-formal nutrition and health educational programs on better management of health risk factors (e.g., obesity, hypertension, diabetes, cancer, etc.), the total number of these persons who plan to adopt one or more recommended nutrition practices to reduce health risks, and the total number of persons who actually adopt one or more recommended nutrition practices to reduce health risk factors within six months of completing one or more of these programs.

Year	Number of Persons Completing Programs		Number Who Plan to Adopt Practices		Number who Actually Adopt Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	100		100		85	
2000	600		600		550	
2001	700		700		650	
2002	800		800		750	
2003	900		900		850	
2004	1000		1000		950	

DATA COLLECTION METHODOLOGY

Sign-in sheets, attendance records, enrollment forms, follow-up survey instruments, etc.

Performance Goal 2:

To annually increase the elderly awareness, understanding, and information on dietary guidance and appropriate nutrition practice.

Indicator 1:

The total number of elderly completing CES non-formal nutrition education programs that provide dietary guidance to the elderly customers, the total number of elderly who plan to adopt one or more recommended dietary guidelines, and the total number of elderly who actually adopt one or more recommended dietary guidelines with six months after completing one or more of these programs.

Year	Number of Persons Completing Programs		Number Who Plan to Adopt Recommendations		Number Who Actually Adopt Recommendations	
	Target	Actual	Target	Actual	Target	Actual
1999	100		100		85	
2000	500		500		450	
2001	600		600		550	
2002	700		700		650	
2003	800		800		750	
2004	900		900		850	

DATA COLLECTION METHODOLOGY

Attendance records, enrollment forms, follow-up survey instruments, etc.

ESTIMATED PROGRAM COST

Extension

Year	Federal	State	Local	Other
1999	16363	11951		
2000	16363	11951		
2001	16363	11951		
2002	16363	11951		
2003	16363	11951		
2004	16363	11951		

ESTIMATED FTE COMMITMENT

Extension FTEs

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Year	Professional		Paraprofessional	
	1862	1890	Other	1862
1999	.30			.12
2000	.30			.12
2001	.30			.12
2002	.30			.12
2003	.30			.12
2004	.30			.12

ESTIMATED VOLUNTEER PARTICIPATION

Extension

Year	Number of Volunteers
1999	2
2000	6
2001	10
2002	12
2003	12
2004	14

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**GOAL 4: TO ACHIEVE GREATER HARMONY (BALANCE) BETWEEN
AGRICULTURE AND THE ENVIRONMENT**

Overview:

The quality of life of District residents has been greatly affected by slow deterioration of recreation areas, commercial settings, workplaces and home environments. The residents population of the District of Columbia wants to be surrounded by well landscaped lawns, turf grasses and plants around their homes, office buildings, in parks and along the roadside. The residents are constantly seeking current and cost-effective methods of growing and maintaining healthy plants and gardens. Urban soils have been known to clearly be in need of improvement. Researchers have found that soils can be improved by the recycled organic wastes biosolids. The use of biosolids have been found to improve soil fertility, thus reducing the need for disposal on decreasing available landfill areas. Loss of large amounts of biosolids and organic waste would be detrimental to the efforts to achieve sustainability in urban areas. This type of research is very essential because many urban gardeners and homeowners want to be able to produce high quality vegetables in order to improve the nutritional value of foods for their families; create an attractive environment; inspire community pride; and increase property value, all of which lift the spirits of the residents.

While agrichemicals (pesticides, herbicides, fertilizers, fungicides, etc.) used in production of agriculture and their relationship to water resources are well known, the amount of such chemicals applied in urban areas have not been thoroughly studied. However, new projects are in urban areas have not been thoroughly studied. However, new projects are now currently being developed in order to monitor and assess urban water quality by ground based sampling and analysis procedures, and remote sensing in order to identify the extent of pollution and the probable sources.

Key CES educational programs addressing Goal 4 include: Agriculture in the Classroom; Voyage across Technology; Project Learning Tree; Master Gardener/Volunteer Training; Natural Resources and Environmental Education; Arbor Day Activity; and Water Resources Research Center, AES project include: (1) implementing a strategic plan for professional development training efforts for sustainable agriculture in urban area; (2) water quality and remote sensing of the Anacostia-Potomac River Watershed; (3) a study of the effects of using organic wasters as soil amendments in urban horticulture practice in the District of Columbia; (4) a study of the control of cowpea pests through natural, chemical and best management Programs and amended with Biosolids Compost; (5) a study of nodulation in *Vigna unguiculata* with rhizobium or bradyrhizobium after treatment with biosolids; (6) testing of sustainable low-input cropping system for urban gardens in

**GOAL 4: TO ACHIEVE GREATER HARMONY (BALANCE) BETWEEN
AGRICULTURE AND THE ENVIRONMENT**

EXTENSION PROGRAM: Agriculture in the Classroom

Statement of Issue(s):

Agriculture is more than 15% of our gross domestic product, and it generates \$1 trillion in economic activity each year. One in six working Americans has a job in some aspect of the food and fiber economy, while every American benefits from U.S. agriculture. Agriculture has massive impact on the American economy, and greatly influences U.S. and international training. Urban students, parents, and teachers have little contact with farming. They are not knowledgeable of their own—and the nation's—total dependence on agriculture. Building that literacy in tomorrow's leaders is what Agriculture in the Classroom is all about.

Consistent with the U.S. Department of Agriculture Cooperative Extension Service' mission and long range goals to establish interdependent relationships between urban and rural communities, the Cooperative Extension Service (CES) at the University of the District of Columbia (UDC) has taken a lead role to develop a tri-university urban/rural initiative, Agriculture in the Classroom. The proposed initiative includes the participation of three Historically Black Colleges and Universities (HBCUs): St. Paul's College, Lawrenceville, Virginia, Lane College, Jackson, Tennessee; and UDC, Washington, D.C.

Within a three month period of time, several preliminary planning meetings among the three institutions were conducted. The purpose of these meetings was to identify education and training opportunities that could be developed to introduce agriculture-based education and training opportunities to the communities that these institutions serve. As planned, the broad spectrum of education and training opportunities identified will serve as the elements of a comprehensive urban/rural education and training initiative.

During the FY'97, a pilot teacher training program, "Agriculture in the Classroom" was launched in three (3) of the District of Columbia Public Schools (Barnard, Brightwood, and Rudolph) fifth and sixth grades. All three (3) schools are located in the Northwest quadrant of the city in Ward 4. These schools are already involved in a cooperative venture with the University of the District of Columbia (UDC) through its 4-H program. Thus, it was reasonable to build and expand on this existing relationship. During FY98-FY2000, it is hoped that the UDC Model "Ag in the Classroom" can be adapted by the other two colleges in Virginia and Tennessee.

The purpose of the "Agriculture in the Classroom" program is to train teachers to incorporate agriculture education into the school curriculum and to prepare students for job awareness and

opportunities in agriculturally-related sciences. During the pilot two teachers from each of the elementary schools participated in the teacher training component of the "Agriculture in the Classroom" program. The teachers developed Agriculture in the Classroom curriculum and implemented that curriculum in their individual classrooms. Since two of the teachers were part of the management team in their school, they met with all 4th, 5th and 6th grade teachers and introduce the materials so that they could pilot test the curriculum with their classes. The overall goal is to introduce "Agriculture in the Classroom" into the curriculum. This overall goal is supported by the Superintendent of D.C. Public Schools. During the 1998-99 school year, seven new schools were added to the Agriculture in the Classroom (AITC) program. To date, through the teacher training pilot and the first year of implementation, fifteen classroom teachers, three science coordinators, one program coordinator, one counselor and approximately 645 students are beneficiaries of the program.

There are 66,375 students in the District of Columbia Public School System (K-12). The eventual goal is to continue to increase the number of schools until all teachers and students are the recipients of AITC program.

KEY PROGRAM COMPONENT(S)

TEACHER TRAINING: Teachers learned about the role of agriculture in society, career opportunities in the field of agriculture, about resources available through the U.S. Department of Agriculture and other agencies, how to use the Internet.

CLASSROOM INSTRUCTION: Students in grades 4 through 6 will be involved in teaching - learning episodes that include hands-on and field trip experiences.

CAREER EXPLORATION: A mini-unit was developed on Exploring Careers in Agriculture and taught during the months of April and May.

INTERNET EXPERIENCES: Teachers received six hours of training on the Internet provided by UDC's Community Outreach and Extension Service personnel. Students from one school participated in an Internet pen-pal program with students in Lawrence Kansas.

FIELD TRIPS: Teachers visited the Agriculture Research Center in Beltsville Maryland and learned about resources and materials available. On this trip, the National Program Leader for Agriculture in the Classroom gave an up-date on the National Program and shared with them materials that would provide hands-on experiences for students and gave each teacher a copy of the Resource Guide to Educational Materials About Agriculture - A Project of Agriculture in the Classroom 1996 Edition.

TEACH AND LEARN: During this culminating activity, teachers presented their group

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projects and were honored with a special award from the AITC, Coordinator.

COORDINATION: Worked closely with the Task Force Principals and Teachers organized meetings, selected and met with the trainer, attended the national Consortium's auction, maintained exhibit and the National Ag in the Classroom Consortium's auction, maintained records/evaluations, and currently in the process of organizing a materials Resource Center for D.C. Public Schools teachers.

TASK FORCE: The Task Force is made of volunteers from agri-businesses, education, Agricultural Research Center, United States Department of Agriculture, Cooperative Extension Service - Agriculture and natural Resources Unit and D.C. Public Schools personnel. The role of the Task Force is to assist with development (i.e. school/teacher selection) and evaluation of the program.

INTERNAL AND EXTERNAL LINKAGES:

Internal:

Cooperative Extension Service.
Agriculture Experiment Station.
Environmental and Biological Services Department

External:

United States Department of Agriculture
Langdon Elementary School
Murch Elementary School
Gibbs Elementary School
Parkview Elementary School
Stanton Elementary School
Walker-Jones Elementary School
Winston Education Center
Agriculture Research Station, Beltsville, Md.
Lane College - Jackson, Tennessee
St. Pauls College - Lawrenceville, Virginia.
District Institute for Growth.
American Farm Bureau Federation
USDA, Agriculture Research Station
National Cotton Council
American Veterinary Medical Association

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Animal Industry Foundation
D.C. Public Schools
Egg Nutrition Center
National Association State University
Land Grant Colleges and Universities, Urban Universities
Agriculture Council of America.

TARGET AUDIENCES:

District of Columbia Public School Teachers and Students and community residents, plus one elementary school in Lawrenceville, Virginia.

EVALUATION FRAMEWORK:

Summative Evaluations will be used to measure the responses of participants to program intervention. Teachers are given an evaluation form at the end of each session to answer questions which explain what they liked, disliked, what was learned, what really helped, what other information was needed, and suggested program changes that would give them a better understanding of the agricultural content being taught. Students will complete an evaluation form that gave the teacher information about what they learned and how they felt about the "Ag in the Classroom" program.

PROGRAM DURATION:

Long Term-based on annual funding.

OBJECTIVE, PERFORMANCE GOALS, AND INDICATORS

Objective 1: To strengthen the capacity of Public schools to assist Universities to develop and promote students who will have the capacity to become future scientists in agricultural sciences and related disciplines.

Performance Goal 1

To annually provide a cutting edge "Agriculture in the Classroom curriculum" to public schools that will broaden young minds in understanding agriculture production, food and fiber and the agricultural sciences and related disciplines in general.

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Indicator 1

The total number of teachers participating in "Agriculture in the Classroom training annually and the number of teachers planning to adopt the training and the number of teachers who actually adopt the training.

Year	Number of Teachers in Informal Training		Number of Teachers Who Plan to Adopt		Number of Teachers Who Actually Adopted	
	Target	Actual	Target	Actual	Target	Actual
1999	16		16		16	
2000	16		16		16	
2001	16		16		16	
2002	16		16		16	
2003	16		16		16	
2004	16		16		16	

DATA COLLECTION METHODOLOGY

Number of teachers recruited, number of teachers enrolled in training class and attendance sheets.

Indicator 2

The total number of teachers trained in Agriculture in the Classroom curriculum and the number of teachers who plan to adopt the agriculture in the classroom curriculum, and the number of teachers who actually adopt the agriculture in the classroom curriculum.

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Year	Number of Teachers Trained		Number of Teachers Plan to Adopt		Number of Teachers Who Actually Adopted	
	Target	Actual	Target	Actual	Target	Actual
1999	36		36		36	
2000	52		52		52	
2001	68		68		68	
2002	84		84		84	
2003	100		100		100	
2004	116		116		116	

DATA COLLECTION METHODOLOGY

Number of teachers trained annually, class attendance and the number of teachers implementing the curriculum in the classrooms.

Indicator 3

The total number of public schools students enrolled in formal classes in agricultural sciences, and the number that utilized modern educational strategies, distance learning technologies, and educational or internship experiences in real world learning environments.

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Year	Number of Public School Students in Formal Classes	Baseline
	Target	Actual
1999	2,688	
2000	10,752	
2001	20,500	
2002	30,000	
2003	40,000	
2004	50,000	
		672

The number of students projected to participate in the AITC program is based on an average class size of 24 students. Using the number of teachers trained times (X) twenty-four students gives us our targeted number. The previous target number is then added to next years target number. The number of teachers trained the first year was 6, after the first year, the number of teachers trained was sixteen. The number used for each year, 1999 through 2004 is based on training 16 teachers, and the assumption funding will be continued. Other methodology utilized will be teacher's records, student evaluations, hands-on training and field trip experiences.

Indicator 4

The total number of persons completing non-formal education program on sustaining and protecting ecosystem biodiversity while improving the productive of the U.S. agricultural production system, the total number of these persons who plan to adopt one or more recommended practices, and the total number of these persons who actually adopt one or more recommended practices within six months after completing one or more of these programs.

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Year	Number of Persons Completed Programs		Number Who Plan to Adopt Practices		Number Who Actually Adopt Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	22		22		22	
2000	38		38		38	
2001	54		54		54	
2002	70		70		70	
2003	86		86		86	
2004	102		102		102	

DATA COLLECTION METHODOLOGY

Program records, program evaluation, workshops and coordinator records.

ALLOCATED RESOURCES

ESTIMATED FTE COMMITMENT

Extension FTEs

Year	Professional		Paraprofessional	
	1862	1890	Other	1862
1999	.46			.12
2000	.46			.12
2001	.46			.12
2002	.46			.12
2003	.46			.12
2004	.46			.12

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Extension

Year	Federal	State	Local	Other
1999	32054	12875		
2000	32054	12875		
2001	32054	12875		
2002	32054	12875		
2003	32054	12875		
2004	32054	12875		

ESTIMATED VOLUNTEER PARTICIPATION

Extension

Year	Number of Volunteers
1999	38
2000	54
2001	70
2002	86
2003	102
2004	118

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**GOAL 4: TO ACHIEVE GREATER HARMONY (BALANCE) BETWEEN
AGRICULTURE AND THE ENVIRONMENT PROGRAM**

EXTENSION PROGRAM: Voyage Across Technology

Statement of Issue(s):

The University of the District of Columbia Division of Community Outreach and Extension Services offers through its Cooperative Extension Service as part of the "Ag in the Classroom" program the Voyage Across Technology Project.

The United States Department of Agriculture (USDA) provided leadership to teachers, youth and Extension staff from Virginia, Maryland and the District of Columbia in developing inter-active learning modules for students K-12, called Voyage Across Technology, for USDA's Internet Learning Modules and communities. Other federal agencies cooperating in this initiative are the Internal Revenue Service (IRS) and the Environmental Protection Agency (EPA). Voyage Across Technology (VAT) was implemented in four phases by 4-H Tech Teams from Maryland, Virginia and the District of Columbia, representing teachers, youth, Extension staff and federal agents from USDA, the EPA and the IRS. During Phase I, the 4-H Tech Team received effective formats for interactive learning modules existing on the WWW and Internet. In Phase II, the 4-H Tech Team developed a multi-faceted electronic learning module on the Chesapeake Bay. The team was led by middle and high school teachers who previously developed learning modules with Extension staff and federal agencies in Maryland, Virginia and the District of Columbia. During Phase III, the team tested the learning modules in several classrooms in Washington Metropolitan region and developed a method for mentoring teachers and students in using the Internet based learning modules. Finally, Phase IV involved designing additional learning modules - Animal Science, Life smarts and Agriculture in the Classroom - based on existing electronic resources and traditional curriculum.

The two educators involved in VAT in the District of Columbia are a Counselor and a fourth grade teacher at Walker-Jones Elementary School in Ward 2. They developed learning modules utilizing agriculture content learned during the Agriculture in the Classroom training program which included a lesson design on the Chesapeake Bay.

KEY PROGRAM COMPONENT(S)

- ◆ Curriculum for training in Voyage Across Technology.
- ◆ Teacher Training
- ◆ Internet Experiences
- ◆ Classroom Instructions.
- ◆ Coordination

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INTERNAL AND EXTERNAL LINKAGES:

Internal:

UDC Cooperative Extension Staff, Agriculture Experiment Station, Virginia Tech Extension Staff, University of Maryland Extension Staff.

External:

DC Public Schools, Walker Jones Elementary School, USDA/CSREES, Internal Revenue Service, Environmental Protection Agency, Agriculture Research Station, Beltsville Maryland. UDC Agriculture Research Station, University of Maryland Extension Service, Virginia Polytechnic Institute, and State University.

TARGET AUDIENCES:

District of Columbia Public School teachers and students.

EVALUATION FRAMEWORK:

The framework is based on teachers and students completing a questionnaire reflecting knowledge and skills from the program components.

PROGRAM DURATION:

Long term - based on annual funding.

OBJECTIVE, PERFORMANCE GOALS, AND INDICATORS

Objective 1: To increase the capacity of Public Schools and Teachers to enhance classroom instruction through Inter-Active Internet learning modules.

Performance Goal 1

To annually increase the knowledge base of CSREES partners and cooperators on Inter Active Internet learning modules through the voyage across technology project.

Indicator 1

The number of Inter-Active Internet learning modules developed by the three collaborating Universities (University of the District of Columbia) (UDC), University of Maryland and Virginia

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Polytechnic Institute, and State University, and CSREES collaborating, and the number developed by UDC.

Year	Number of Internet Modules Developed		Number of Internet Modules Developed by UDC	
	Target	Actual	Target	Actual
1999	7		2	
2000	7		2	
2001	7		2	
2002	7		2	
2003	7		2	
2004	7		2	

DATA COLLECTION METHODOLOGY

Number of modules developed, number of modules developed by UDC, number of modules actually appearing on USDA's Internet.

Indicator 2

The number of individuals completing education program on Voyage Across Technology (VAT), the total number of these individuals who plan to adopt one or more practices, and the total number who actually adopt one or more practices within 6 months after completing one or more of these programs.

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Year	Number of Public School Students Participating in VAT Training		Number Who Plan to Adopt Practices		Number Who Actually Adopt Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	48		48		40	
2000	96		96		90	
2001	144		144		130	
2002	192		192		180	
2003	240		240		220	
2004	288		288		260	

DATA COLLECTION METHODOLOGY

The number of students predicted to participate in the VAT program is based on an average class size of 24 students. Using the number of teachers trained (2) X 24 students gives us our target number. The previous target number is added each year.

Indicator 3

The total number of individuals who will develop and implement school or community projects as a result of the training program, and the number of individuals receiving information from the projects.

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Year	Number Who Develop and Implement School or Community Project		Number of Individuals Receiving Information From School and Community Projects	
	Target	Actual	Target	Actual
1999	24		480	
2000	48		960	
2001	72		1440	
2002	96		1920	
2003	120		2400	
2004	144		2880	

DATA COLLECTION METHODOLOGY

Follow-up survey instrument, reports from classroom teacher, telephone contacts. Each student developing and implementing community project reaching two individuals through organized community organizations, church groups, etc.

ALLOCATED RESOURCES

ESTIMATED FTE COMMITMENT

Extension FTEs

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999	.24			.08		
2000	.24			.08		
2001	.24			.08		
2002	.24			.08		
2003	.24			.08		
2004	.24			.08		

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Extension

Year	Federal	State	Local	Other
1999	11120	8123		
2000	11120	8123		
2001	11120	8123		
2002	11120	8123		
2003	11120	8123		
2004	11120	8123		

ESTIMATED VOLUNTEER PARTICIPATION

Extension

Year	Number of Volunteers
1999	27
2000	27
2001	27
2002	27
2003	27
2004	27

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**GOAL 4: TO ACHIEVE GREATER LEARNING (BALANCE) BETWEEN
AGRICULTURE AND THE ENVIRONMENT**

EXTENSION PROGRAM: Natural Resources and Environmental Management

Statement of Issues(s):

The Cooperative Extension Service (CES) of the University of the District of Columbia (UDC) serves the District Stakeholders, which include permanent residents and citizens, transient dwellers, workers, tourists, federal and state agencies and foreign embassies.

The Natural Resource and Environmental Management Program (NREM) of the Cooperative Extension Service (CES) at UDC directly addresses the goals and actions of the Mayor's Action Plan in the development and implementation of environmental policy that impacts trees and space throughout all DC to the end of a beautification program that improves the quality of life of residents, businesses, and visitors.

Washington, DC is a city of trees, parks, offices, and homeowners with gardens, public community gardens, universities and other institutions.

There are problems associated with trees, shrubs, lawn and turf areas, indoor plants and vegetable gardens. Among these are insects, diseases, and weeds, physiological, ecological and environmental concerns. There are also concerns about health threatening organisms. Problems such as these are addressed by NREM which afford citizens opportunity to resolve their difficulties as they turn to CES for advice, information and training. Citizens seek solutions to their problems and for better quality of life in their homes, workplaces, recreational areas and even commercial settings.

There is increasing demand by a population of over 607,000 for safe and ample food and water supply and for a well-kept city and environment. In this city there is an increasing demand by its residents and international community for fresh and exotic market produce. CES encourages more use of Integrated Pest Management, pest resistant varieties, and composted organic wastes by home and mini- gardens. The use of traps, biological, bio-rational or least toxic chemicals are very encouraged for safety, health and a safe environment.

Earth/Arbor Day is celebrated throughout the USA to express concern for the environment. For over two decades CES and faculty at UDC have cooperated with USDA in environmental education. Every year at UDC the Public Schools, USDA, community groups such as the Forest Hills Citizens Association, Friends of Connecticut Ave. together with some thirty natural resources and conservation agencies including federal and municipal sectors and the Fire Department provide education essential for a cleaner greener and more beautiful environment. In the last few years the

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primary focus has been the District's public school students in grades 3 to 12. Every year more teachers, schools, science teachers and others have become more involved.

KEY PROGRAM COMPONENT(S)

- ◆ Update materials for homeowners, gardeners, state and federal ground maintenance personnel, and volunteers.
- ◆ Develop new materials as handouts, bulletins, and newsletters.
- ◆ Provide for Demonstrations (E.g. Pruning, planting, soil improvement) field visits, observations on improved practices as mulching and use of organic matter.
- ◆ Provide for Diagnostic Clinics to help identify pests and other problems before practicing controls.
- ◆ Develop more visual aids for clinics, shows, and workshops.
- ◆ Develop Internet/web site information on environmental concerns with hyperlink to solutions for access by citizens.
- ◆ Correspond with teachers; prepare outlines and guidelines for participating in the Earth-Arbor Day Poster Contest as well as educational exhibits on environmental issues (air, water, wildlife, recreation, etc.)
- ◆ Prepare and present Awards to schools, children and volunteers.

INTERNAL AND EXTERNAL LINKAGES:

Internal:

Agriculture Experiment Station. UDC Faculty (Biological & Environmental Sciences) 4H and Youth Development, Community Resource Development.

External:

National Capitol Park Service (NCPS) Recreation Dept., Dept. of Public Works (DPW) Tree Division, USDA, ARS, and other land-grant institutions (Especially NE) Public Libraries, ANC's, D.C. Public Schools, National Tree Trust, and National Arbor Day Foundation.

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TARGET AUDIENCES:

- ◆ Residents, Realtors, maintenance personnel at universities, schools, hospitals, parks, recreation facilities, Master Gardeners and other volunteers
- ◆ Advisory Council and Civic organizations (E.g.: Garden Resources of Washington and Advisory Neighborhood Commissions)

EVALUATION FRAMEWORK:

Analysis of Contact with the Target Audience and Measurement of Customer Experience and behavioral Change.

Data Collection Techniques will include:

- ◆ Regular Statistic Logs of promotions to and responses from target audiences for demographic studies,
- ◆ Attendance Records Logs, Phone and Information Request Logs, Publications and Distribution Logs, and
- ◆ Pre-Post Surveys and Participant Questionnaires.

PROGRAM DURATION:

NREM is a long term base program of the Cooperative Extension Service.

OBJECTIVES, PERFORMANCE GOALS, AND INDICATORS:

Objective 1: To develop, transfer, and promote the adoption of efficient and sustainable agricultural, forestry and other resources conservation policies, programs, technologies, and practices that ensure ecosystems achieve a sustainable balance of agricultural activities and biodiversity.

Performance Goal 1

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

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Indicator 1

The number of residents trained via direct consultations, net and on-line instructions, demonstrations, workshops, etc. on general ground maintenance and other etc. Agricultural and related topics, the total number who plan to adopt one or more of the practices, and the total number who actually adopt one or more of the practices.

Year	Number of Residents Trained		Number of Residents Who Plan to Adopt Practices		Number of Residents Actually Adopt Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	1000		1000		750	
2000	1050		1050		1000	
2001	2000		2000		1875	
2002	2500		2500		2250	
2003	300		3000		3750	
2004	400		4000		4800	

DATA COLLECTION METHODOLOGY

Attendance Records, Project Records, Manuals Distributed, Handouts Distributed, Net Logs.

Indicator 2

The number of knowledge-based diagnosis, problem solving (e.g. weeds, insects, diseases) for residents, and the number who plan to adopt one or more practices and the number who actually adopt one or more practices.

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Year	Number of Problems Solved for Residents of DC		Number of Plan to Adopt One or More of the Practices		Number Actually Adopt One or More Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	480		480		430	
2000	500		500		480	
2001	550		550		500	
2002	600		600		550	
2003	650		650		600	
2004	700		700		650	

DATA COLLECTION METHODOLOGY

Records of Samples, Records of Requests, Records of Visitations.

Indicator 3

Number of persons completing non formal education on Horticulture, entomology, pathology, pest control, plant care and other horticultural related disciplines, the total number who plan to adopt one or more of the practices, and the total number who actually adopt one or more of the practices.

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Year	Number of Persons Receiving Non-formal Education		Number Plan to Adopt One or More Practices		Number Actually Adopted One or More Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	1200		1200		1150	
2000	1500		1500		1475	
2001	2000		2000		1950	
2002	2500		2500		2450	
2003	3000		3000		2925	
2004	3500		3500		3375	

DATA COLLECTION METHODOLOGY

Indicator 4

The number of schools participating in Earth Day/Arbor Day fair including poster contest and science displays.

Year	Number of Schools Participating	
	Target	Actual
1999	30	
2000	45	
2001	50	
2002	55	
2003	60	
2004	65	

DATA COLLECTION METHODOLOGY

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Registration forms, poster contest applications, number of science displays, and attendance records.

Indicator 5

The number of teachers and students participating in Earth Day/Arbor Day Fair Activities, and the total number that who plan to adopt one or more of the practices and the total number who actually adopt one or more of the practices activities for their school.

Year	Number of Teachers and Students		Number of Teachers and Students Plan to Adopt One or More Activities		Number of Teachers and Students Actually Adopt One or More Activities	
	Target	Actual	Target	Actual	Target	Actual
1999	2500		2500		2000	
2000	3000		3000		2500	
2001	3500		3500		3000	
2002	400		4000		3500	
2003	4200		4200		3800	
2004	4300		4300		4000	

DATA COLLECTION METHODOLOGY

Number of educational organizations participating and represented.

ALLOCATED RESOURCES

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ESTIMATED FTE COMMITMENT

Extension FTEs

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999	1.47			.57		
2000	1.47			.57		
2001	1.47			.57		
2002	1.47			.57		
2003	1.47			.57		
2004	1.47			.57		

Program Cost

Extension

Year	Federal	State	Local	Other
1999	84957		61855	
2000	84957		61855	
2001	84987		61855	
2002	84957		61855	
2003	84957		61855	
2004	84957		61855	

ESTIMATED VOLUNTEER PARTICIPATION

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Extension

Year	Number of Volunteers
1999	131
2000	133
2001	135
2002	137
2003	139
2004	141

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GOAL 4: TO ACHIEVE GREATER HARMONY BETWEEN AGRICULTURE AND THE ENVIRONMENT

EXTENSION PROGRAM: Project Learning Tree (PLT)

Statement of Issue(s):

In a study of "Environmental Attitudes and Behavior of American Youth," by Roper Starch Worldwide (December 1994), over half of all young people reported that they are "very concerned" about harm done to the environment, placing it third in a list of ten issues facing young people and the nation, behind only AIDS and kidnaping. The majority of these youth report learning "only a little" (34%) or "Practically nothing" (22%) about the environment when in school. Clearly, students are concerned about the environment and want to learn more about it.

The environmental education field has identified the need to increase environmental education for urban students as a priority area. These students, more than others, are directly affected by environmental problems. They live in areas where there are ozone alerts, drinking water alerts, and incidents of environmental injustice occurring throughout the year. By educating these students about the environment, they will gain a better understanding about their community's environmental problems and become capable of providing innovative solutions.

USDA and EPA share the goal of advancing environmental literacy among adults and youth and expanding communications and partnerships within the community. This project allows both agencies to fulfill like goals while leveraging funds for maximum program impact.

The increase in urban students' understanding about the environment can have a positive effect on the community. According to the Roper study, knowledge correlates with concern and action; youth who report greater knowledge about the environment express greater concern and desire to address the problems. Students with an awareness about environmental problems are more likely to organize environmental clubs, tree planting and recycling events and other activities that gain their community attention and as a result, increase community awareness about environmental issues.

This project is a targeted initiative designed to provide urban educators and their students with quality environmental education and involve them in environmental community action projects. This project will use existing national and state networks of the PLT in the City Programs to build partnerships with community leaders and organizations. These partners in turn assist in recruiting community organizers, developing an urban steering committee, and identifying volunteers and educators to provide and take part in training. In addition, the local partners will help the project

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sustain the initiative beyond the initial funding period. This role has been traditionally filled by urban organizations such as community colleges, universities, African-American/Asian/Hispanic special interest groups, school districts, and local businesses.

The project partners are committed to providing urban educators with in-service training and students with quality environmental education. Using grass-roots strategies, the partners will increase the use of quality environmental education materials in selected urban areas by building community demand from the group up.

Since 1993, the American Forest Foundation has been testing this innovative approach to implementing the urban initiative. It is built on the premise that programs owned and operated by and for the community will be most likely to take root and flourish. This program is designed to create such a program in the District of Columbia.

KEY PROGRAM COMPONENT(S)

Partner Recruitment

USDA-CSREES, EPA, UDC, Wilson Senior High School, and the American Forest Foundation will work collaboratively to advance quality environmental education in the D.C. area. In addition to these groups, other partnerships with local leaders, school boards, businesses, various metropolitan committees and councils, nature and science centers, children's museums, U.S. Department of Energy, and other environmental organizations, will be pursued in order to gain community support and commitment.

Use the same community-based approach that was modeled and successfully demonstrated in Houston, Texas; Richmond, Virginia; and New Orleans, Louisiana to create awareness about the program and "build bridges" with leaders in the D.C. community. This approach identifies a key community organization that can then take the lead on identifying additional community partners.

Identify and Hire Community Organizer(s)

USDA-CSREES, EPA, UDC, Wilson Senior High School, and the American Forest Foundation partners will identify a person, or persons, from the D.C. community who will serve as the Community Organizer for the project. They will also recruit an intern to assist with the effort.

The part-time Community Organizer and intern will be responsible for recruiting additional partners, forming the Steering Committee, recruiting volunteers, organizing training workshops and promoting the project in the community. In addition, the project's Community Organizer will maintain communication with the PLT D.C. Coordinator.

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Take advantage of the project partners networks to identify a person or persons from the D.C. community, to fill the Community Organizer position. The Community Organizer will be supervised by one of the partnering organizations.

D.C. Environmental Education Steering Committee

The partners will insure the project is community driven by establishing a D.C. environmental education Steering Committee made up of representatives from universities, local businesses, church groups, school administrators and other diverse organizations. Representatives from each of the partner organizations are invited to serve on this community.

Have the local Steering Committee take ownership of the program in D.C.—providing program direction, securing a commitment from schools and government agencies and seeking local funding to sustain the program in the future. This committee will meet twice a year to ensure proper project direction.

Volunteer Facilitator Recruitment and Training

Twenty local volunteers will go through a two-day facilitator training workshops. Participants will be instructed in the basics of how to plan, organize and conduct their own 6-hour educator workshops. In return, each volunteer facilitator is expected to plan and conduct at least one six-hour educator training workshop each year. This initial training will be led by PLT national staff, the D.C. Community Organizer, and USDA-Cooperative State Research, Education and Extension Service personnel.

The Steering Committee, Community Organizer(s) and community partners will give direction to identify and recruit approximately 20 volunteers to serve as the core facilitators to carry-out the proposed educator training. EPA and USDA-Cooperative State Research, Education and Extension Service personnel will fill some of the facilitator positions. These facilitators will have specific training goals and their progress throughout the year will be monitored by the Community Organizer.

Educator Recruitment and Training

The facilitators, with assistance from the Steering Committee, will plan and conduct 15-20 educator training workshops. During the workshops, facilitators will serve as a guide, helping educators gain a better understanding about the program, its use and potential impacts on children's environmental awareness and understanding. The workshops will show participants how to use environmental education to teach science, math, language arts, social sciences, art, health and

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physical education. Non-formal educators—such as environmental educators, outdoor school teachers, interpreters, docents or youth organization leaders—will be shown how PLT can be used as a resource of activities to enhance or complement their work with both students and adults. There is also an opportunity for EPA and or USDA-Cooperative State Research, Education and Extension Service personnel to provide technical assistance to the educator workshops.

The workshop will model effective teaching strategies, encourage educators to explore new ways of teaching, and lead students from awareness, to knowledge, to challenge and finally to action. Educators will leave the workshop with the confidence, skills and commitment to teach environmental education. Workshops will bring together representatives of local businesses, federal and state agencies, teachers and natural resource professionals.

Distribute Activity Guides and Modules

The activity guide or modules will be made available only to the educators who complete the day-long training workshops. The training is required to ensure that activities are implemented as intended.

Pre-K-8th Grade Activity Guide

Over one hundred activities led students through a process that begins with awareness, moves students toward understanding, enables them to challenge preconceived notions, and motivates them to seek constructive avenues for environmental action.

The activities are action-oriented, flexible and require little, if any, specialized equipment. Additionally, the activities are ready-made lessons that are "classroom friendly," and require minimal preparation. They may be used individually or combined with other activities for units of study. The wide array of activities in the guides enable educators to provide students with opportunities to gather information, communicate, cooperate, assess values, solve problems and use critical thinking skills. These activities can be applied in many different educational contexts from classrooms to nature centers, museums and zoological gardens.

Responsible Community Action

Partnerships with community organizations and businesses will assure that Green Works! Projects are fine-tuned to D.C.s needs. The *GreenWorks!* Community Action projects provide an opportunity for the Extension and EPA personnel to participate with technical expertise and project ideas.

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The D.C. project will help teachers reinforce classroom lessons by creating opportunities for responsible action projects and service learning opportunities in the community. Research among educators confirms that the most powerful environmental education programs bring students along a continuum from awareness to understanding, and then to careful decision-making and responsible action. We support this model by offering trained educators *GreenWorks* mini-grants to implement sound community action projects and service learning opportunities with their students.

Through the D.C. project, we will award a minimum of 25 *GreenWorks!* grants per year. Not only will they reinforce classroom learning, they will provide a platform for teachers, students and members of the larger community to work together—applying new knowledge and critical thinking skills on issues they deem important to their community. In other communities, *GreenWorks!* grants have supported responsible action on solid waste, streamside and community clean up, graffiti and vandalism, as well as creating urban wildlife habitat.

INTERNAL AND EXTERNAL LINKAGES:

Internal:

Agricultural Experiment Station, Division of Continuing Education, Department of Environmental and biological Sciences.

External:

Environmental Protection Agency (EPA), American Forest Foundation, D.C. Public Schools, U.S. Department of Energy, USDA-Cooperative State Research, Education and Extension Service (USDA-CSREES), Woodrow Wilson Senior High School Environmental Studies Department, and other community based organizations and agencies, council for Environmental Education, Urban and Multi cultural Commission of the North American Association for Environmental Education (NAAEE), National Science Teacher’s Association Task Force for Environmental Education, national Association of Conservation Districts, U.S. Forest Service, National Association of State Foresters, National Association of Professional Forestry Schools and Colleges, the Society of American Foresters, World Forestry Center, The Urban Leadership Collaborative, and National Park Service.

TARGET AUDIENCES:

Pre-K through 8th grade.

EVALUATION FRAMEWORK:

Assessment instruments include pre and post tests. The program will set benchmarks and

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use formal evaluation techniques to monitor progress. The project's success will be determined by the number of educators trained, the educators' evaluations of the training they received and the educators' overall success with the activities, as measured by follow-up surveys. We also will document:

- ▶ number of partners recruited and their the diversity;
- ▶ the local steering committee and its commitment to continue the project; and,
- ▶ number of facilitators recruited and commitment to continue after conducting initial educator workshops.

The local steering committee will track the numbers of students exposed to environmental education activities and participating in *GreenWorks!* grants. Educators receiving grants will submit formal reports describing the outcome of their community project, including the groups involved and impacts achieved.

Outcome Measures for the First Two Years

- ◆ Identify and hire community organizer/coordinator and intern
- ◆ Form local Steering Committee, including individuals from partnering agencies
- ◆ Conduct program kick-off ceremony with appropriate media
- ◆ Recruit and train core cadre of facilitators from within community
- ◆ Award first round of *GreenWorks!* Community Action grants
- ◆ Facilitators return to home schools/neighborhoods and recruit educators for introductory workshops
- ◆ Begin local promotion, outreach and training among educators
- ◆ Conduct 15 to 20 introductory workshops, training 225 educators to use environmental education in their classrooms, city park locations, and UDC campus grounds
- ◆ Form partnerships with community organizations to deliver environmental education and complementary resources
- ◆ Seek sustaining funds from local, state and federal sources
- ◆ Award second round of *GreenWorks!* Community Action grants

PROGRAM DURATION:

Long term. The program funding is for FY 2000 - 2001. It is anticipated that the trained facilitators will continue the program.

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OBJECTIVE, PERFORMANCE GOALS, AND INDICATORS

Objective 1: To develop, transfer, and promote the adoption of environmental education practices and principles.

Performance Goal 1

To annually increase the knowledge-base available from CSREES partners and cooperators on environmental education and agriculture, including conserving, maintaining, and protecting ecosystem integrity and biodiversity.

Indicator 1

The total number of educator training workshops on environmental education conducted.

Year	Number of Education Training Workshops	
	Target	Actual
1999	0	
2000	10	
2001	10	
2002	10	
2003	10	
2004	10	

DATA COLLECTION METHODOLOGY

Number of workshops conducted; program implementation will start in Fiscal Year 2000.

Indicator 2

The total number of educators completing non-formal education programs on environmental education, the total number who plan to adopt the practices and the total number who actually adopt the practices.

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Year	Number Completing Programs		Number Who Plan to Adopt the Practice		Number Who Actually Adopt the Practice	
	Target	Actual	Target	Actual	Target	Actual
1999	0		0		0	
2000	100		100		100	
2001	125		125		125	
2002	225		225		225	
2003	225		225		225	
2004	225		225		225	

DATA COLLECTION METHODOLOGY

Enrollment forms, attendance records, follow-up surveys, completed adoption forms, etc.

Indicator 3

The total number of students completing formal and non-formal environmental education programs, the total number who plan to adopt one or more practices, and the total number who actually adopt one or more practices.

Year	Number of Students Completing Program		Number of Students Who Plan to Adopt One or More Practices		Number Who Actually Adopt one or More Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	0		0		0	
2000	6185		6185		6100	
2001	12375		12375		12200	
2002	13000		13000		12500	
2003	14000		14000		13600	
2004	15000		15000		14800	

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DATA COLLECTION METHODOLOGY

Enrollment forms, attendance records, reports, etc. Program implementation will start in Fiscal Year 2000.

ESTIMATED PROGRAM COST

Extension

Year	Federal	State	Local	Other
1999				
2000	92000	22400		5000
2001	92000	22400		5000
2002	92000	22400		5000
2003	92000	22400		5000
2004	92000	22400		5000

ESTIMATED FTE COMMITMENT

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999						
2000	1.0					
2001	1.0					
2002	1.0					
2003	1.0					
2004	1.0					

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ESTIMATED VOLUNTEER PARTICIPATION

Extension

Year	Number of Volunteers
1999	
2000	125
2001	230
2002	235
2003	240
2004	245

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**GOAL 4: TO ACHIEVE GREATER HARMONY (BALANCE) BETWEEN
AGRICULTURE AND THE ENVIRONMENT.**

PROGRAM: Water Resources Research Center

Statement of Issue(s):

The Overall goal of the Water Resources Research Center (WRRC) is to develop, or contribute to, systems that protect natural resources and the environment.

The Water Resources Research Center (WRRC) is principally funded with a two to one matching requirement, by the U. S. Geological Survey (USGS) of the Department of Interior as a part of the Water Resources Research Institutes (WRI) program created under the Water Resources Research Act. The following objectives that lead to the land grant program goal above are parsed from the established mission statement of the WRRC and are entirely congruent with the stated purposes of the USGS WRI program.

The objectives of WRRC are:

- Objective 1: To promote the awareness and understanding of issues and policy options on urban water supplies, waste water, and the environment in DC urban and related regional watersheds.
- Objective 2: To develop new scientific understanding and new or improved technologies, and to provide resolution of problems, by undertaking innovative projects on urban water supplies, waste water, and the environment in DC urban and related regional watersheds and disseminating their results.
- Objective 3: To foster research interest in water resources fields and to provide training experiences for future scientists, engineers and other water resource professionals.

Issues and Issue Identification

The current understanding of DC water resources issues comes from the previous work of the Center and interaction with the local water resources community. Previously identified issues remain, although it may now be time, after the two year hiatus of the WRRC program, for research to more precisely delineate these.

The most pressing water resource issues in the District of Columbia are generally accepted to be the restoration of the Anacostia River, and the vulnerability of the city's water supply. The

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water quality of the Anacostia and its tributaries is so poor that it has been classified among the top ten most polluted rivers in the nation. In fact, the Anacostia watershed has long suffered from chronic problems of dumping, sewage leaks, combined sewer overflow, erosion, and sedimentation. The major cause of the Anacostia River pollution, however, is non-point source pollutants. As in many urban areas, these pollutants originate from many activities including materials spilled on parking lots and highways; chemical applications to golf courses and to business and residential landscapes; and construction activities which result in soil disturbances. The threat of pollution resulting from previous land uses is not readily apparent and little understood. Abandoned railways and inactive dumps are not obvious hazards, yet they may be a continuous source of contaminants. Toxic materials already in the river sediments also present a significant challenge. Identifying and quantifying the risk they pose should be the first step in addressing this problem. The major clean-up goals in the Anacostia watershed are to reduce pollutant loads to the tidal estuary, to restore the habitat for fish, to restore and enhance wetlands, to develop storm water management retrofits, and to increase public involvement with the river.

Drinking water is reemerging as a major issue, specifically with regard to bacteria and lead contamination. Some of the distribution pipes in the District are older than a hundred years. Old pipes are a good habitat for microbes. Lead contamination is another problem originating from old distribution pipes. Although there is no reliable information on lead concentration in DC drinking water supply system (including water fountains, coolers in the schools and day care centers), EPA estimates about 25 percent of the country's water supplies still have some lead in distribution pipelines. Further, these old pipes are often the source of significant water leaks.

Additionally, there are other important local and regional issues. The local issues include: bio-criteria applicable to water quality standards, development of remediation plans for local sub-watersheds, assessment of the potential development of Rock Creek into a trout stream, development of innovative technologies for Combined Sewer Overflow management, residential pesticide use, and implementation of a long-term ground water monitoring program. Major regional issues also include, reducing nutrient loads in the tributaries to the Chesapeake Bay and restoring its water quality. The regional restoration program to preserve the Chesapeake Bay involves all levels of government and many public organizations. Following recent mandates to reduce the excess nutrients from tributaries, the program is currently evolving into a comprehensive watershed management scheme. The reduction of tributary nutrient loads will require strong controls on land development, agricultural practices, sanitary and industrial discharges, and non-point source pollution. As part of the Chesapeake Bay Program, watershed management planning is under way for the two major tributaries in the Washington area, the Potomac River and Anacostia River, and the DC WRRC has a part to play.

Issues identification and the establishment of research priorities for program development first depends upon active participation of the WRRC in the DC community concerned with water resources and local environmental issues. In general, the WRRC must establish and maintain

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relations with 6 groups of persons and organizations. These groups are 1) UDC faculty and academic departments, 2) UDC administration, 3) Federal science and technology agencies, 4) local environmental organizations, 5) DC and other local water and environmental agencies, 6) the local community. Using the program management funding of the basic USGS grant, the WRRC continues to develop relationships. It will develop and maintain a database of all the stakeholder organizations concerned with water resource issues in local area. The WRRC seeks to identify the priority water resource and watershed environmental issues that need to be addressed, to identify community stakeholders and their information needs, and to identify credible investigators or credible project teams. The Center then provides or seeks to arrange support for the research projects that can provide critical information to the community.

More formal mechanisms for program development and guidance for the Center are provided by an Advisory Committee and a Research Evaluation Committee. The Advisory Committee provides general guidance for Center activities and sets the research agenda as a surrogate for the stakeholder community. It is composed of key people in local agencies and influential environmental organizations. This group has already been formed and currently includes Mr. James Collier, the head of the Water Quality Division of the DC Environmental Health Administration, Dr. Philip Ogilvie, a DC Commissioner on the Interstate Commission for the Potomac River Basin, and Dr. Richard Jachowski, Chairman of the Scientific and Technical Advisory Council of the Bay Program. Representation is also being sought from the Army Corps of Engineers Chief of the Washington Aquaduct, the DC area Water and Sewer Authority (WASA), and the head of the environmental group of the Metropolitan Washington Council of Governments. In a similar manner, a Research Evaluation Committee composed of highly qualified and respected scientists from local universities and government science agencies is being formed to evaluate proposed research projects.

Research Program Description

The research program addresses all three of the program objectives and is the core activity of the Center. Following input from its Advisory Committee, local government agencies, the local technical community or the DC community at large, the WRRC seeks funding from USGS and other sources to initiate either of two types of research project that constitute the key components of the research effort.

KEY PROGRAM COMPONENT(S)

Delineates issues, policy options, or institutional and organizational approaches to water resource problems.

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INTERNAL AND EXTERNAL LINKAGES:

Some limited efforts under this program component may be undertaken by persons working directly for the WRRC. The establishment of the database of stakeholder organizations would be an example of this kind of project. In general, however, research proposals are solicited from principal investigators (PI's) at all of the universities in the District of Columbia, as well as UDC, on topics selected by the WRRC Director and the Advisory Committee. Multidisciplinary and multi-organizational teams are encouraged. Partnering arrangements are sought with Government agencies, non-profit organizations, and even with private companies, to allow for more comprehensive research and for broadening the experience of the collaborating organizations. Research project proposals are selected for funding from current funds, or for inclusion in the next WRRC grant request to USGS, by the WRRC Director and the Research Evaluation Committee.

TARGET AUDIENCES:

The customers for the research results in this category are decision makers in any stakeholder organization (which may fund or co-fund the research effort), concerned members of the public, or the WRRC itself to better define its research agenda.

Performance Goal 1:

To plan, conduct, or arrange for high quality research to clearly delineate DC water resource issues and stakeholders, and to generate and propose a realistic spectrum of policy options as needed to inform public debate and to support the actions of decision makers in concerned organizations.

EVALUATION FRAMEWORK:

The need for issues and policy options research projects are suggested by the WRRC Advisory Committee, concerned agencies, or individual researchers. Selection of the project for inclusion in the funding request to USGS is then made by the WRRC Director and the Research Evaluation Committee based on the quality of the research proposal. Selection for funding by another agency is decided by that agency's review process. The WRRC strongly encourages each PI to publish their results in the refereed literature. Further, formal statements of satisfaction are sought from sponsors and key user organizations regarding the relevance and usefulness of the results of research arranged by the Center.

Output Indicator 1 (Quantity):

Issues and policy options studies are done on particular subjects as needed, and as funding is available, at the request of the WRRC director and the Advisory Committee for the Center or on

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behalf of the public, and at the request of concerned agencies that will often co-fund the effort.

Outcome Indicators 1 (Quality, Customer Satisfaction, Impact):

Requested proposals will generally have to pass evaluation by the Research Evaluation Committee before the work is authorized. It is intended that research results will be submitted to refereed journals for publication where its acceptance will mark its quality. Further, the satisfaction of customer organizations and the value of the information to the public will be assessed to guide future program decisions.

Performance Goal 2:

To foster research interest among university faculty, especially those early in their careers, and to provide training experiences in the water resources field to future scientists, engineers, and other potential water resource professionals.

EVALUATION FRAMEWORK:

Every effort will be made to encourage the submission of proposals from new investigators and to encourage the involvement and support of students in projects under this program, however, primary consideration for award of funding will be based on addressing stated needs and on technical merit.

Output Indicators 2 (Quantity):

The academic rank of participants in the program will be tracked along with their continued participation in the program. Students involved, and particularly those supported by program funds, will be noted and queried about their intent to enter the water resources field.

Outcome Indicators 2 (Quality, Customer Satisfaction, Impact):

Continual participation of investigators in the program will be noted as an indicator of continuing research interest.

PROGRAM DURATION:

This is a continual, long term activity of the Center. As an example, a major workshop on the Anacostia as an urban river is being planned for FY 2000 on the basis of numerous comments from many stakeholders.

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ALLOCATION RESOURCES

As the activities of the WRRRC are re-established this year, we are proceeding to develop the Advisory Committee, the Research Evaluation Committee, the Stakeholders database and do a limited assessment of the desired scope for the Anacostia Workshop noted above. This is accomplished under the program management project budgeted at \$39,732.

KEY PROGRAM COMPONENT(S):

Scientific or Engineering Research

Seeks scientific understanding or the development of technology which is needed to address local environmental issues or DC water resources problems.

INTERNAL AND EXTERNAL LINKAGES:

Research proposals are solicited from principal investigators (PI's) at all of the universities in the District of Columbia, as well as UDC, on topics selected by the WRRRC Director and the Advisory Committee. Multidisciplinary and multi-organizational teams are encouraged. Partnering arrangements are sought with Government agencies and laboratories, non-profit organizations, and even with private companies, to allow for more comprehensive research and for broadening the experience of the collaborating organizations. Research project proposals are selected for funding from current funds, or for inclusion in the next WRRRC grant request to USGS, by the WRRRC Director and the Research Evaluation Committee.

TARGET AUDIENCES:

The customers for the scientific research results in this category are decision-makers in any stakeholder organization (which may fund or co-fund the research effort), concerned members of the public, and the research community for whom the results are an expansion of the knowledge base. In a similar manner, the results of the engineering research provides options to stakeholders for the solution of problems.

Performance Goal 1

To plan, conduct, or arrange for high quality research providing the most needed scientific understanding or technological solutions to pressing problems of environment and water resources in the local area within available funding.

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EVALUATION FRAMEWORK 1:

The priority areas of need for scientific and engineering research projects are suggested by the WRRC Advisory Committee, concerned agencies, or individual researchers. A request for proposals with emphasis in these priority areas is then made to the DC university research community. Selection of projects for inclusion in the funding request to USGS is made by the WRRC Director and the Research Evaluation Committee based on the quality of the research proposal. Selection for funding by other agencies are decided by those agencies. In general, the WRRC is adapting the innovative approach developed by the Army Research Laboratory to address measuring the effectiveness of a research organization under GPRA. This focuses on assessing the quality of research results through peer review and determining relevance of the results by assessing customer satisfaction. The WRRC strongly encourages each PI to publish their results on each project in the refereed literature for peer review. Further, formal statements of satisfaction are sought from sponsors and key user organizations regarding the relevance and usefulness of the results of research arranged by the Center.

Output Indicator 1 (Quantity):

Proposals are requested in priority areas and the best selected by the Research Evaluation Committee are funded, or proposed for funding, to the limit of the funds available.

Outcome Indicators 2 (Quality, Customer Satisfaction, Impact):

It is intended that research results will be submitted to refereed journals for publication where its acceptance will mark its quality. Further, the satisfaction of customer organizations and the value of the information to the public will be assessed to guide future program decisions. If justified to assess impact, a limited citation analysis may be made of the papers resulting from the scientific projects and an analysis may be made of the incorporation of engineering results into published compilations of "best practices".

Performance Goal 2

To foster research interest among university faculty, especially those early in their careers, and to provide training experiences in the water resources field to future scientists, engineers, and other potential water resource professionals.

EVALUATION FRAMEWORK 2:

Every effort will be made to encourage the submission of proposals from new investigators and to encourage the involvement and support of students in projects under this program. However,

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primary consideration for award of funding will be based on addressing stated needs and on technical merit.

Output Indicator 2 (Quantity):

The academic rank of participants in the program will be tracked along with their continued program participation. Students involved, and particularly those supported by program funds, will be noted and queried about their intent to enter the water resources field.

Outcome Indicators 2 (Quality, Customer Satisfaction, Impact):

Continual participation of investigators in the program will be noted as an indication of continuing research interest.

PROGRAM DURATION::

Research program is long-term with individual projects of 1 to 2 years in length.

ALLOCATED RESOURCES

This year (FY 99), which is the only year currently budgeted, has two research efforts: 1) Research on the Toxicity of Anacostia Sediments budgeted at \$35,330.00, and 2) A Seed Grant program to generate larger proposals budgeted at \$15,000.00.

EXTENSION PROGRAM:

The extension activities of the WRRC are comprised of public information dissemination, the provision of technical information and assistance to the community and secondary technology transfer not directly intended as part of the research program. Three activities constitute the key components of the WRRC extension program.

KEY PROGRAM COMPONENT(S):

Collect and present state-of-the-art scientific information, information on "best practices" to address an issue of current importance, or currently important policy options in an open forum for discussion.

INTERNAL AND EXTERNAL LINKAGES:

The management of these events may be undertaken directly by the WRRC or through a request for proposals to any DC university, including UDC, or any stakeholder organization in the

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local community. Generally, it is expected that a team from various concerned organizations will produce an event.

TARGET AUDIENCES:

Appropriate decision-makers and the concerned public.

Performance Goal:

To develop or co-develop seminars and symposia providing important and timely information and understanding of water resource issues and policy options to stakeholders in the community.

EVALUATION FRAMEWORK:

In general, each proposed event will be approved by the Advisory Committee and most will be developed as joint efforts with co-sponsors or collaborative organizations. Each will be planned to serve the information needs of a particular audience and attendees and their organizations will be surveyed to assess the success of the event.

Output Indicator (Quantity):

Symposia will be arranged on an as needed basis. About one or two per year is the expected level of activity.

Outcome Indicators (Quality, Customer Satisfaction, Impact):

Generally, the value of the symposia will be assessed by a survey of those attending and the stakeholder organizations that those attendees represent. In special cases, an effort will be made to assess the impact of an event on public opinion and public policy.

PROGRAM DURATION:

This is a continual, long-term activity of the Center.

ALLOCATION RESOURCES

Two symposia, one on possible toxics in the sediments used to create a wetland at Kingman Island and another on the comparison of GIS systems used by various environmental organizations, are planned for FY 99. The FY 99 budget for these and for the other extension activities noted below are rolled-up into the Technology Transfer component of the USGS program budget which is

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\$20,943.00.

KEY PROGRAM COMPONENT(S):

Information Briefs and “Water Highlights” Newsletter

INTERNAL AND EXTERNAL LINKAGES:

These will be produced by the WRRC, although articles and feedback will be solicited from all stakeholder organizations and the public.

TARGET AUDIENCES:

All Stakeholder organizations and concerned members of the public who request to be on the distribution list.

Performance Goal

To publish information briefs and a newsletter, “Water Highlights,” as needed to inform stakeholder organizations and interested individuals of the activities and research results of the Center.

EVALUATION FRAMEWORK:

The content and effectiveness of the publications will be assessed by analysis of reader comments and will be reviewed periodically by the Advisory Committee

Output Indicator (Quantity)

Information briefs will be published as needed to inform stakeholder organizations and the public of requests for proposals, scheduled program events, and notable research results. Although irregular initially, it is intended that the newsletter will be published quarterly.

Outcome Indicators (Quality, Customer Satisfaction, Impact)

Quality and customer satisfaction will be assessed by soliciting reader comments in each publication.

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PROGRAM DURATION:

This is a continual, long term activity of the Center.

ALLOCATION RESOURCES

All extension activities for FY 99, as noted above, are rolled-up into the Technology Transfer component of the USGS program budget.

KEY PROGRAM COMPONENT(S):

Response to Inquiries for Technical Information

INTERNAL AND EXTERNAL LINKAGES:

Response will be made by the WRRRC Director or staff or referred to any known source believed to be reliable.

TARGET AUDIENCES:

All Stakeholder organizations and concerned members of the public.

Performance Goal

To respond to 95% of telephone and written inquiries on local water resource topics within 5 business days with the desired information, an authoritative judgment that the information is not available, or a referral to a reliable source.

EVALUATION FRAMEWORK:

This activity is not intended to be an aggressively promoted major service of the Center. However, as relationships are developed with the community, inquiries will come in and need to be handled properly. initially inquiries will be handled as informally as possible by the WRRRC Director and a student assistant. Inquiries will be recorded and indications of customer satisfaction will be sought.

Output Indicator (Quantity):

Number of inquiries received, number answered, and number referred.

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Outcome Indicators (Quality, Customer Satisfaction, Impact):

Initially, those making inquiries will be asked to call back if the information or referral is unsatisfactory or is particularly useful. Return business will be noted as an indication of satisfaction and, if this function increases, stakeholder organizations from which notable numbers of inquiries originate will be surveyed as to WRRC performance.

PROGRAM DURATION:

This is a continual, long-term activity of the Center.

ALLOCATION RESOURCES

All extension activities for FY 99, as noted above, are rolled-up into the Technology Transfer component of the USGS program budget.

ESTIMATED FYE COMMITMENT

Extension FTEs

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999	1.0					
2000	1.0					
2001	1.0					
2002	1.0					
2003	1.0					
2004	1.0					

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Program Cost

Year	Federal	State	Local	Other
1999	46702	55408		38267
2000	46702	55408		38267
2001	46702	55408		38267
2002	46702	55408		38267
2003	46702	55408		38267
2004	46702	55408		38267

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GOAL 4: GREATER HARMONY BETWEEN AGRICULTURE AND THE ENVIRONMENT

RESEARCH PROJECT: Effects of Using Composted Waste as Soil Amendments in Urban Horticultural Practices in the District of Columbia

Statement of Issue(s):

There is a need to recycle municipal waste in order to help solve our waste storage problems, minimize the enrichment of surface and ground water with nutrients. Recycling of municipal waste (composted yard wastes) could result in providing economical sources of organic soil amendment for the production of crops.

Performance Goal(s):

Extend the growing season for small garden plots, maximize the productive capacity of garden plots, and facilitate the transfer of a low-input multiple cropping system to home garden operators in the District of Columbia.

Output Indicators:

- ◆ Compare spring and fall crops to determine if the cropping system in these urban gardens increased crop productivity.
- ◆ Use of legumes and non-legumes to determine which intercrops are compatible when compared to monocrops.
- ◆ Integrated pest management program for use on weed, insects, diseases.
- ◆ Crop yield grown on composted waste and crops grown using commercial fertilizer will be assessed to determine which is better for garden crop production.

Outcome Indicators:

- ◆ Increase productivity from urban gardens.
- ◆ Increase adaptability to low-input technology in urban garden production in the District of Columbia.
- ◆ Impact on the quality of life of urban gardeners in the District of Columbia.

KEY PROGRAM COMPONENT(S):

Vegetables commonly grown by home gardeners in the District of Columbia will be used. Low-inputs will include, composted waste materials and legume nitrogen as soil amendments.

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Weeds will be controlled by hand hoes or roto tillers. The use of chemicals to control diseases or insects will be held to a minimum. Resistant varieties of vegetable will be planted.

INTERNAL AND EXTERNAL LINKAGES:

Internal:

Internal collaborative efforts are underway and gardeners are being trained in proper methods of pesticide application and soil amendments. Seminars and field days are being held on a regular basis with researchers from the Experiment Station; the Cooperative Extension Service gives hands on instructions to gardeners on proper methods of establishing and maintaining a garden.

External:

This urban garden project has established a linkage with the Northeastern States Sustainable Agriculture program. In addition to individuals contacts with organic gardeners, other low-input farmers throughout the northeast, and researchers from the Experiment Station meet on an annual basis with others from research stations throughout the northeast to share information and plan programs that are of mutual benefits to the citizens of the region.

The Washington Area Sanitation Commission provides composting materials.

The Beltsville Agricultural Research Center is also a source of composted materials.

TARGET AUDIENCES:

- ◆ Vegetable gardeners throughout the District of Columbia.
- ◆ Extension agents who need more training on the new technologies involved in sustainable agriculture.
- ◆ Individuals operating local food bank programs.
- ◆ Operators of composting programs who need information on the use of composted materials as soil amendments.

EVALUATION FRAMEWORK:

The project will be evaluated on the increase in the number and quality of gardens seen in the District of Columbia. Increase in the use of recycled composted materials used as soil amendments and increased interest in sustainable agriculture.

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RESEARCH PROJECT DURATION:

This research project is designed to last for five years if funding is available.

ALLOCATED RESOURCES

Current (1999)	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004
53,641	53,641	53,641	56,323	56,323	56,323

STAKEHOLDER INPUT:

Stakeholders provide input by participating in workshops and field days. At these events they explain their problems, and as a result, the PI will assist in modeling experiments to provide solutions to their problems.

MULTI-INSTITUTIONAL, MULTI-DISCIPLINE, MULTI-STATE, AND INTEGRATED ACTIVITIES:

The PI works closely with horticultural specialists from the Cooperative Extension Service, who provide input on disease and insect control, and participates in the NE Region Sustainable Agriculture program. The PI collaborates with Delaware State University, Food and Agricultural Science Program in order to tour farms in Delaware. The University of the District of Columbia is a part of the training program in sustainable agriculture.

PEER REVIEW:

A peer review panel for the Agricultural Experiment Station includes representatives from the Department of Biological and Environmental Sciences, Department of Chemistry, Department of Physics, Cooperative Extension Service, community and state and local government. Project may be selected, if approved and funding is available.

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GOAL 4: GREATER HARMONY BETWEEN AGRICULTURE AND THE ENVIRONMENT.

RESEARCH PROJECT: A Comparative Study of Nodulation in *Vigna unguiculata* in Symbiosis with *Rhizobium* or *Bradyrhizobium* before and After Treatment with Biosolids

Statement of Issue(s):

The District of Columbia does not possess land space sufficient to dispose of its biosolids. When this organic material is composted, it acts as a nutrient rich fertilizer. This recycling of biosolids compost could save rapidly diminishing landfill space, replenish nutrients removed from the soil during gardening, prevent soil erosion, and increase water retention. Before biosolids compost can be used too extensively, it is the intent of this program to examine at the molecular level, the effect of biosolids compost on the components of nodulation in *Vigna unguiculata*. Whether or not biosolids compost plays a significant role in nodulation and subsequent plant production remains to be determined. However, it is the intent of this proposal to determine the influence of biosolids compost on *Bradyrhizobium japonicum* and identify and compare the *Bradyrhizobium* in the soil that is in symbiosis with *Vigna* for nodulation and effectiveness. Further, we will determine the molecular differences that may occur between *Bradyrhizobium japonicum* and *Bradyrhizobium* species isolated from the soil before and after application of biosolids compost.

Performance Goal(s):

The experiment will be conducted over a five year period. This program centers around the cellular and molecular mechanisms involved in nodulation and the effect that an exogenous factor (biosolids compost amended soil) has on the phenotypic variations seen in *Vigna unguiculata* as a result of symbiosis with *Bradyrhizobium japonicum* (a slow growing species) and the species of *Bradyrhizobium* that is isolated from the soil. The *Bradyrhizobium* found in the soil will be characterized and compared with known species and strains of bacteria. Molecular and cellular comparisons will be made of the nodules produced by *Vigna unguiculata* in symbiosis with the different species of bacteria both before and after application of biosolids compost. Genetic variations will be examined at intervals during the first 15 days after inoculation, because the translation products, early nodulins, are expressed well before the onset of nitrogen fixation. Early time periods will be selected to obtain the crucial steps in establishing symbiosis and the expression of bacterial genes which are known to initiate and establish the early nodulation steps.

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Output Indicators:

The experiment will be conducted in the greenhouse at the U.S. Department of Agriculture, Soybean Research Laboratory in Beltsville, Maryland and on plots established at the University of the District of Columbia Muirkirk Research Farm in Beltsville, Maryland. We will test the hypothesis that the growth of *Vigna unguiculata* in soil amended with biosolids compost will influence the cellular mechanisms involved in nodular production.

Outcome Indicators:

The program will examine the response of *Vigna unguiculata* to different biosolids compost treatments and compare it with *Bradyrhizobium japonicum* in the amended soil and determine the species and strain of *Bradyrhizobium* examine nodulation at the cellular and molecular level *Vigna unguiculata* in grown in symbiosis with *Bradyrhizobium* before and after growth in soil amended with biosolids compost; and determine the onset of production and the location of early nodulins in nodules formed *Vigna unguiculata* on roots with *Bradyrhizobium* before and after growth in biosolids compost by using immunocytochemical studies in nodules at light and electron microscopical levels.

KEY PROGRAM COMPONENT(S):

The key program components are the plant food source, *Vigna unguiculata* ; the nitrogen fixing bacteria, *Bradyrhizobium*; and the wastewater product, biosolids compost. The efforts in this program will involve both field and greenhouse studies on each objective of the proposal, the use of state-of-the art equipment and currently updated procedures in molecular biology.

INTERNAL AND EXTERNAL LINKAGES:

This project will collaborate with the Cooperative Extension Service (CES) at the University of the District of Columbia and the Department of Biological and Environmental Sciences. Collaboration has also been established with the U.S. Department of Agriculture, Soybean Research Laboratory in Beltsville, Maryland.

TARGET AUDIENCES:

The stakeholders and consumers of this program are the citizens of the District of Columbia. The information gained in this program will help citizens produce higher cowpea yields from their home gardens using biosolids compost and a high quality strain of *Bradyrhizobium* .

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RESEARCH PROJECT DURATION: October 1, 1997 - September 30, 2003

The study has begun with an examination of the response of *Vigna unguiculata* to different biosolids compost treatments; a comparison of the new isolates with known strains of *Bradyrhizobium japonicum*; and a determination of the species and strain of *Bradyrhizobium* in the soil. Later experiments will examine nodulation at the cellular and molecular level in *Vigna unguiculata* grown in symbiosis with *Bradyrhizobium* before and after growth in soil amended with biosolids compost; and determine the onset of production and the location of early nodulins in nodules formed on *Vigna unguiculata* roots with *Bradyrhizobium* before and after growth in biosolids compost by using immunocytochemical studies in nodules at light and electron microscopical levels.

ALLOCATED RESOURCES

Current (1999)	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004
53,965	53,965	53,965	56,663	56,663	

STAKEHOLDER INPUT:

This project will establish workshops in collaboration with the Cooperative Extension Service at the University of the District of Columbia. Most participants are interested in increasing the yield in their home gardens. Workshops will be held on the most effective *Bradyrhizobium* to use on cowpea plants to increase yield. Workshop participants will be given the opportunity to comment on ongoing activities of the station and recommend projects that will be beneficial to their individual needs.

PEER REVIEW:

This project was reviewed by an internal committee of the University of the District of Columbia researchers and faculty. Comments by the committee were submitted to the Experiment Station Director, who relayed the comments to the project leader. Corrections, additions or omissions were made to the proposal and resubmitted to the director, who resubmitted the revisions to the Proposal Review Committee. The proposal was approved and submitted to the USDA.

SCIENTIFIC PEER REVIEW:

Proposals forward to USDA will be reviewed by a scientific review panel. This scientific peer review is an evaluation performed by experts with scientific knowledge and technical skills to conduct the proposed work, whereby, the technical quality and relevance to program goals are assessed.

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**MULTI-INSTITUTIONAL, MULTI-DISCIPLINARY, MULTI-STATE AND INTEGRATED
ACTIVITIES:**

This project collaborates with the Cooperative Extension Service (CES) at the University of the District of Columbia. The CES provides opportunities for stakeholder workshops in the community. Collaboration has also been established with the U.S. Department of Agriculture, Soybean Research Laboratory in Beltsville, Maryland. Greenhouse studies and molecular biology experiments are conducted at the Soybean Research Laboratory at USDA. All supplies necessary for the project are provided by the Laboratory at no cost to the project.

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GOAL 4: GREATER HARMONY BETWEEN AGRICULTURE AND THE ENVIRONMENT

RESEARCH PROJECT: Control of Cowpea Pests Through Natural, Chemical and Best Management Programs Amended with Biosolids Compost

Statement of Issue(s):

Non-point source pollution has damaged the water quality of the groundwater and surface waters of the Chesapeake Bay watershed. While water resource contamination from agricultural production and rural land use has received considerable attention, the fate and transport of agricultural pollutants from home lawns and gardens in urban and suburban areas is not thoroughly understood. The vast majority of the U.S. population now lives in urban and suburban settings, and horticultural practices in these limited land areas involve agricultural use. Studies are needed to determine best practices for management of pesticides in urban and suburban areas which may reduce non-point source pollution of water resources.

In the United States, farmers use a variety of techniques to control pest infestation, including biological, chemical, cultural, plant breeding, and crop rotation methods to increase yield. IPM problem solving is a complicated process that must be influenced by the effects of these methods on reducing cowpea pests and increasing yield.

Further research is needed to clarify these effects, providing more information to identify the best management practices for reducing cowpea insect pests. The relationship between biosolids compost amendments and pesticide application alone and in combination to reduce pesticide usage in the management of cowpea pests is unclear. Methods to control these pests need further testing in the field which may lead to more applicable data and a better understanding of the process involved.

Performance Goal(s):

The experiment will be conducted on plots established at the University of the District of Columbia Muirkirk Research Farm in Beltsville, Maryland. Field experiments with the cowpea (*Vigna unguiculata* ; cv "California No. 5") on a Christiana silt loam soil will be conducted. Each plot will measure 10 m by 15 m separated by 5 m borders. Plots will be arranged in randomized complete blocks and receive three annual applications of biosolids compost at the rate of 0 (control), and 73 Mg/ha. Seeds will be inoculated with rhizobium obtained from a commercial source. Isolines will be hand sown and thinned when germinated to produce an equal number of plants per three row plot. Pests will be identified and counted by direct observation and will be recorded as cumulative results. At harvest, plant shoot samples will be collected from an inner area of each plot to minimize

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edge effects. Samples will be dried at 70° C for 48 h. and weighed to determine total plant biomass. Seeds will be collected to determine grain weight (dry weight). Composite plant tissue samples collected from each plot will be ground with a Wiley mill to pass a 20-mesh screen and analyzed for uptake of Fe, Pb, Cu, Zn, Ni, and Cd by flame atomic absorption spectrophotometry. Composite soil samples will be collected before and after harvest to determine pH and Fe, Pb, Cu, Zn, Ni, and Cd concentration. Plots established in this experiment will be divided into three groups with both control plots and biosolids compost treated plots receiving the same IPM regimines. IPM regimins include: N (natural control), C (chemical control), and B (best management) using carbaryl as the pesticide. Its common name is Sevin. Sevin, (50%) will be applied at the rate of six (6) teaspoons per gallon of water. All data will be statistically analyzed by analysis of variance (ANOVA), using the SAS System for Windows. Sample means will be separated by using the Duncan's multiple range tests.

Output Indicators:

The experiment will be conducted on plots established at the University of the District of Columbia Muirkirk Research Farm in Beltsville, Maryland. Plots will be arranged in randomized complete blocks and receive three annual applications of biosolids compost at the rate of 0 (control), and 73 Mg/ha. The IPM regimens include: N (natural control), C (chemical control), and B (best management). Three applications of the pesticide carbaryl will be applied at the following intervals (1) 21 days after shoot emergence (foliage stage), (2) 50% flower bud formation, and (3) 50% flowering and 50% podding. Carbaryl pesticide is used in both agricultural and urban pest control scenarios. Its common name is Sevin. Sevin (50%) will be applied at the rate of six (6) teaspoons per gallon of water. Best management practices involves the use of carbaryl only when needed to control cowpea pests. Plots designated as natural control will not receive any pesticide treatment.

Outcome Indicators:

Plots established in this experiment will be arranged in randomized complete blocks and receive biosolids compost at the rates of 0 (control) and 73 Mg/ha. Each plot will measure 10 m by 15 m separated by 5 m borders. Plots will be divided into three groups with both control plots and biosolids compost treated plots receiving the same IPM regimines. IPM regimins include: N (natural control), C (chemical control), and B (best management) When farmers use natural control, no pesticides are applied to plants. Application of insectides at regular intervals with or without monitoring plants for pests is the chemical control method . Three applications of the pesticide carbaryl (sevin) will be applied at the following intervals (1) 21 days after shoot emergence (foliage stage), (2) 50% flower bud formation, and (3) 50% flowering and 50% podding. Sevin (50%) will be applied at the rate of six (6) teaspoons per gallon of water. Best management practices involves the application of pesticides after monitoring plants for pests and determining that serious damage would occur if pesticides aren't used. Carbaryl and thiodan will only be applied as needed. Data collected from each plot will include:

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- ◆ Number and type foliage beetles.
- ◆ Number of cowpea curculio.
- ◆ Number and type of pod-borers
- ◆ Number and type of pod-ducking bugs
- ◆ Number of pods produced
- ◆ Shoot yield (dry weight)
- ◆ Grain weight (dry weight)
- ◆ Percent seed damage by pod-sucking bugs

All data will be statistically analyzed by analysis of variance (ANOVA), using the SAS System for Windows. Sample means will be separated by using the Duncan's multiple range tests.

KEY PROGRAM COMPONENT(S):

This program will: (1) Evaluate the impact of biosolids compost matrix on insect pest numbers, levels of nutrients and yield performance of *Vigna unguiculata* cv "California Blackeye Pea No 5"; and (2) Assess the usefulness of biosolids compost application alone and in combination with Integrated Pest Management methods to reduce pest numbers, and increase yield in *Vigna unguiculata* cv "California Blackeye Pea No 5". Field experiments with two varieties of the cowpea (*Vigna unguiculata* cv "California" No. 5) on a Christiana silt loam soil will be conducted.

INTERNAL AND EXTERNAL LINKAGES:

This project will collaborate with the Cooperative Extension Service at the University of the District of Columbia. Collaboration has also been established with the U.S. Department of Agriculture, Soybean Research Laboratory in Beltsville, Maryland.

TARGET AUDIENCES:

The stakeholders and consumers of this program are the citizens of the District of Columbia. The Cooperative Extension Service (CES) through the Master Gardening Training Program, will give seminars and workshops on the proper methods of establishing and maintaining an urban garden. Demonstrations on proper sowing, care and harvest of cowpea grown in soils amended with biosolids compost will be presented to citizens of the District of Columbia. Also, research plots serve as demonstrations of how IPM practices can benefit urban gardeners, our clientele in the District of Columbia.

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RESEARCH PROJECT DURATION: Three years.

Year 1 - Test soil at Muirkirk Research Farm for pH and metal levels before sowing cowpea seeds. Lay out plots for planting. Apply first application of biosolids compost. Plant two varieties of cowpea seeds after inoculation. Apply pesticides as outlined in approach and procedures. Collect data for further analysis. All data will be statistically analyzed by analysis of variance (ANOVA) using the SAS System for Windows. Sample means will be separated by using the Duncan's multiple range tests. Present workshops to the citizens of the District of Columbia through the Cooperative Extension Service (CES).

Year 2 - Continue field studies with a second application of biosolids compost. Test soil pH and metal levels before sowing cowpea seeds. Plant two varieties of cowpea seeds after inoculation. Apply pesticides as outlined in approach and procedures. Collect data for further analysis. Compare results with previous year to determine the most effective spraying combination for pest control. Analyze data using SAS Program. Publication of data. Present workshops to the citizens of the District of Columbia through CES.

Year 3 - Continue field studies with a third application of biosolids compost. Test soil pH and metal levels before sowing cowpea seeds. Plant two varieties of cowpea seeds after inoculation. Apply pesticides as outlined in approach and procedures. Collect data for further analysis. Adjust spraying methods as necessary. Analyze data using SAS Program. Statistical analysis and publication of data. Present workshops to the citizens of the District of Columbia through the (CES).

ALLOCATED RESOURCES

Current (1999)	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004
15,000	15,000	15,000	15,000		

STAKEHOLDER INPUT:

This project will establish workshops in collaboration with the Cooperative Extension Service at the University of the District of Columbia. Twenty-five to thirty participants, from CES, will be recruited as volunteers to establish a consumer nutrition education workshop. Participants will be drawn from established master garden volunteers, and Family and Community Education Program Volunteers. They will share their experiences with home gardening and recommend projects that will be beneficial to their individual needs.

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PEER REVIEW:

This project was reviewed by an internal committee of the University of the District of Columbia researchers and faculty. Comments by the committee were submitted to the Experiment Station Director, who relayed the comments to the project leader. Corrections, additions or omissions were made to the proposal and resubmitted to the director, who resubmitted the revisions to the Proposal Review Committee. The proposal was approved and submitted to the USDA.

SCIENTIFIC PEER REVIEW:

Proposals forwarded to USDA will be reviewed by a scientific peer review panel. This scientific peer review is an evaluation performed by experts with scientific knowledge and technical skills to conduct the proposed work whereby the technical quality and relevance to program goals are assessed.

MULTI-INSTITUTIONAL, MULTI-DISCIPLINARY, MULTI-STATE AND INTEGRATED ACTIVITIES

This project collaborates with the Cooperative Extension Service (CES) at the University of the District of Columbia. The CES provides opportunities for stakeholder workshops in the community. Collaboration has also been established with the U.S. Department of Agriculture, Soybean Research Laboratory in Beltsville, Maryland. Greenhouse studies and nitrogen fixation experiments are conducted at the Soybean Research Laboratory at USDA. All supplies necessary for the project are provided by the Laboratory at no cost to the project.

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**Plan of Work
District of Columbia**

GOAL 4: GREATER HARMONY BETWEEN AGRICULTURE AND THE ENVIRONMENT

RESEARCH PROJECT: Control of Cowpea Pests Through Natural, Chemical and Best Management Programs

Statement of Issue(s):

The vast majority of the U.S. population now lives in urban and suburban settings, and horticultural practices in these limited land areas involve agrichemical use. Studies are needed to determine best management practices of pesticides in urban and suburban areas which may reduce non-point source pollution of water resources. One such program that could be used to improve water quality in urban and suburban areas is integrated pest management (IPM) practices. The IPM program combines the best land management techniques to reduce pest populations without compromising satisfactory levels of crop yields. IPM problem solving is a complicated process that must be influenced by the effects of these methods on reducing cowpea pests and increasing yield. Further, research is needed to clarify these effects, providing more information to identify the best management practices for reducing cowpea insect pests, thereby substantially increasing grain yield. Methods to control these pests, need further testing in the field, which may lead to more applicable data and a better understanding of the process involved.

Performance Goal(s):

This experiment will be conducted over a three year period to test the effectiveness of the three IPM practices on insect pest numbers and grain yield. Effectiveness includes, observable increases in cowpea yield, while at the same time, reducing the reliance on pesticides. Cowpea pests will be identified and counted by direct observation. Growth and yield performance will be measured by direct observation, weight or percentage. All data will be recorded as cumulative results. This data will be statistically analyzed by analysis of variance (ANOVA), using the SAS System for Windows. Sample means will be separated by using the Duncan's multiple range tests.

Output Indicators:

The experiment will be conducted on plots established at the University of the District of Columbia Muirkirk Research Farm in Beltsville, Maryland. Field experiments with two varieties of the cowpea (*Vigna unguiculata*; cv "California" and "pinkeye purple hull") on a Christiana silt loam soil will be conducted. The IPM regimens include: N (natural control), C (chemical control), and B (best management). Three applications of the pesticide carbaryl will be applied at the following intervals (1) 21 days after shoot emergence (foliage stage), (2) 50% flower bud formation, and (3) 50% flowering and 50% podding. Carbaryl pesticide is used in both agricultural and urban pest control scenarios. Its common name is Sevin. Sevin (50%) will be applied at the rate of six (6)

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teaspoons per gallon of water. Best management practices involves the use of carbaryl only when needed to control cowpea pests. Plots designated as natural control will not receive any pesticide treatment.

Outcome Indicators:

Each plot will measure 10 m by 15 m separated by 5 m borders. The experimental design will be randomized complete blocks, replicated three times. All plots will receive inorganic N and P fertilizer and lime by rototilling to a depth of approximately 15 cm. The plots will be natural (unsprayed), chemical (sprayed) and best management (pesticides are applied after monitoring plants for pests and determining that serious damage would occur if pesticides aren't used). Prior to planting, seeds will be inoculated with rhizobium obtained from a commercial source. Isolines will be hand sewn and, thinned when germinated to produce an equal number of plants per three row plot. Plots will be weeded at three (3) and six (6) weeks after emergence. The following data will be collected from each plot:

- ◆ Number of cowpea curculio/10 flowers at 50% flowering.
- ◆ Number and type foliage beetles/15m row, 3 weeks after emergence.
- ◆ Number and type of pod-borers/10 flowers at 50% flowering.
- ◆ Number and type of pod-sucking bugs at 50% podding

At harvest, plant shoot samples will be collected from an inner area of each plot to minimize edge effects. Samples will be dried at 70° C for 48 h. and weighed to determine total plant biomass. Seeds will be collected to determine grain weight (dry weight) and seed damage. The number of pods produced by each plant will be recorded. The following data will be collected from each plot:

- ◆ Number of pods produced/10 plants at harvest.
- ◆ Shoot yield (dry weight)/10 plants at harvest.
- ◆ Grain weight (dry weight)/10 plants at harvest.
- ◆ Percent seed damage by pod-sucking bugs.

KEY PROGRAM COMPONENT(S):

This program will, (1) Compare the effects of three IPM practices, natural controls, chemical controls, and best management controls, on insect pest numbers in the cowpea *Vigna unguiculata* cv "Pinkeye Purple Hull" and "California Blackeye Pea No 5"; (2) Assess the growth and yield performance of cowpea when grown under the three IPM practices; and (3) Examine the relationships between the three IPM practices, insect pest numbers and grain yield in the cowpea.

INTERNAL AND EXTERNAL LINKAGES:

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This project will collaborate with the Cooperative Extension Service at the University of the District of Columbia. Collaboration has also been established with the U.S. Department of Agriculture, Soybean Research Laboratory in Beltsville, Maryland.

TARGET AUDIENCES:

The stakeholders and consumers of this program are the citizens of the District of Columbia. Demonstrations on proper sowing, care and harvest of cowpea grown in soils has been presented to citizens of the District of Columbia in cooperation with the Cooperative Extension Service. Also, research plots serve as demonstrations of how IPM practices can benefit urban gardeners, our clientele in the District of Columbia. Results from research have also been presented to master gardeners through the master garden program..

PROGRAM DURATION: October 1, 1998 - September 30, 2001

October, 1998-September, 1999 - Lay out plots for planting. Apply first application of inorganic N and P fertilizer and lime. Plant two varieties of cowpea seeds after inoculation. Apply pesticides as outlined in approach and procedures. Collect data for further analysis. All data will be statistically analyzed by analysis of variance (ANOVA) using the SAS System for Windows. Sample means will be separated by using the Duncan's multiple range tests.

October, 1999-September, 2000 - Continue field studies with a second application of inorganic N and P fertilizer and lime. Plant two varieties of cowpea seeds after inoculation. Apply pesticides as outlined in approach and procedures. Collect data for further analysis, Compare results with previous year to determine the most effective spraying combination for pest control. Analyze data using SAS Program. Present demonstrations of growing cowpeas with IPM practices to citizens of the District of Columbia in cooperation with the Cooperative Extension Service.

October, 2000-September, 2001- Continue field studies with a third application of inorganic N and P fertilizer. Lime will be added if necessary. Plant two varieties of cowpea seeds after inoculation. Apply pesticides as outlined in approach and procedures. Collect data for further analysis. Adjust spraying methods as necessary. Analyze data using SAS Program. Statistical analysis and publication of data. Continue demonstrations of growing cowpeas with IPM practices to citizens of the District of Columbia in cooperation with the Cooperative Extension Service.

ALLOCATED RESOURCES

Current (1999)	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004
24,066	24,066	24,066	25,269	25,269	25,269

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STAKEHOLDER INPUT:

This project will establish workshops in collaboration with the Cooperative Extension Service at the University of the District of Columbia. Most participants are interested in increasing the yield in their home gardens without polluting the environment. Workshops will be held on proper pesticide treatment to cowpea plants to increase yield. Workshop participants will be given the opportunity to comment on on-going activities of the station and recommend projects that will be beneficial to their individual needs.

PEER REVIEW:

This project was reviewed by an internal committee of University of the District of Columbia researchers and faculty. Comments by the committee were submitted to the Experiment Station Director, who relayed the comments to the project leader. Corrections, additions or omissions were made to the proposal and resubmitted to the director, who resubmitted the revisions to the Proposal Review Committee. The proposal was approved and submitted to the USDA.

SCIENTIFIC PEER REVIEW:

Proposals forwarded to USDA will be reviewed by a scientific peer review panel. This scientific peer review is an evaluation performed by experts with scientific knowledge and technical skills to conduct the proposed work whereby the technical quality and relevance to program goals are assessed.

MULTI-INSTITUTIONAL, MULTI-DISCIPLINARY, MULTI-STATE AND INTEGRATED ACTIVITIES:

This project collaborates with the Cooperative Extension Service (CES) at the University of the District of Columbia. The CES provides opportunities for stakeholder workshops in the community. Collaboration has also been established with the U.S. Department of Agriculture, Soybean Research Laboratory in Beltsville, Maryland. Greenhouse studies and nitrogen fixation experiments are conducted at the Soybean Research Laboratory at USDA. All supplies necessary for the project are provided by the Laboratory at no cost to the project.

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GOAL 4: GREATER HARMONY BETWEEN AGRICULTURE AND THE ENVIRONMENT

RESEARCH PROJECT: Evaluation of Turfgrass Cultivars and Blends for Turfgrass Quality and Performance in the District of Columbia

Statement of Issue(s):

Lack of good turfgrass management can potentially lead to a thin strand of grass or dying grass resulting in increased soil erosion. Perhaps the most important factor in establishing and maintaining an attractive problem-free lawn is to choose a variety of grass that is adapted to grow in certain geographical areas and is well suited for the local growing conditions.

Performance Goal(s):

- ◆ Evaluate turfgrass varieties, marketed to grown in shade, for turfgrass quality and performance.
- ◆ Evaluate the performance and turfgrass quality of twenty-eight varieties of bluegrass, fescue, and different turfgrass blends adapted to grow in sunny areas.
- ◆ Evaluate insect, disease, and weed susceptibility of the turfgrass varieties/blends.
- ◆ Expand the turfgrass variety evaluation program with the most promising varieties and blends suited for the Washington, DC area.

Output Indicators:

- ◆ Test plots will be established in the fall of the year. Data on percentage of ground cover, seed germination, turfgrass quality and pest occurrence will be gathered throughout the growing season.
- ◆ Weekly visual observations will be made and information gathered summer dessication, winter hardiness, spring green up and irrigation needs.
- ◆ Develop pest emergence calendar to gather data on insect, disease and weed activity in the test plots.

Outcome Indicators:

- ◆ Several varieties of grasses produced that will be acceptable texture for recommendation to homeowners and lawn care professionals.
- ◆ Problem free turfgrass varieties will be identified for planting in home lawns and parks that require minimum chemical input.

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- ◆ Identification of troublesome insects and diseases, their treatment threshold, and methods of control.

KEY PROGRAM COMPONENT(S):

- Test areas for six (6) varieties of turfgrass under shade trees to be irrigated following seeding and continued twice a day for five (5) days.
- Mowing of turfgrass plots with push mower at 2½ inch height.
- Application of pre-emergent herbicide.
- Test areas for twenty-eight varieties of turfgrass in a full sunny location.
- The seeded plots will be mulched with two types of mulches for germination comparison.
- Plot will be irrigated with a sprinkler system.
- A trial with 14 turfgrass varieties and blends was established with three replications.
- Data on percent ground cover, turf quality, and pest activity will be collected.

INTERNAL AND EXTERNAL LINKAGES:

Internal:

The Agricultural Experiment Station researchers and staff; Cooperative Extension Service specialist and Extension Agents; Master Gardeners.

External:

Collaborative efforts with Loft Seed Company general manager and staff; Maryland and Virginia Turfgrass specialists and scientists; Garden Center managers; members of the Professional Grounds Management Society; local universities; chemical representatives from Village Turf; Lasco, Inc.; and Rockland Corporation.

TARGET AUDIENCES:

- ◆ Home owners throughout the District of Columbia, garden and civic association members and Master Gardeners.
- ◆ Professional turfgrass managers and personnel with lawn care industry, athletic field managers of local universities, parks and recreation staff with Smithsonian Institution and turf product representatives from various chemical companies.

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EVALUATION FRAMEWORK:

The project will be evaluated by gathering feedback from participants on new knowledge acquired on different turf varieties and their willingness to utilize varieties that are doing well in the project.

RESEARCH PROJECT DURATION:

The intermediate duration of this project is for three (3) years. Continued planning is to occur simultaneously for a long term study which will carry this project to five (5) years and more.

ALLOCATED RESOURCES

Current (1999)	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004
20,587	20,587	20,587	20,587		

STAKEHOLDER INPUT:

Turfgrass managers, ground keepers, landscapers, architects, chemical company representatives, and extension agents attend field days workshops and one-on-one visits to the test plots. They ask questions, explain the problem they are facing with turf varieties grown in the region and present nutrient and pest management problems.

MULTI-INSTITUTIONAL, MULTI-DISCIPLINE, MULTI-STATE, AND INTEGRATED ACTIVITIES:

Interactions and inputs are derived from Cooperative Extension agents, researchers at the Agricultural Experiment Station at Virginia Tech University, University of Maryland, Maryland and Virginia Turfgrass Councils, Professional Grounds Management Society, and turfgrass managers in DC, Maryland and Virginia.

PEER REVIEW:

A peer review panel for the Agricultural Experiment Station includes, representatives from the Department of Biological and Environmental Sciences, Department of Chemistry, Department of Physics, Cooperative Extension Service, the community and state and local government. Based on the Station's funds, if approved, the in-house research proposal may be funded.

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Integrated Research and Extension Activity

GOAL 4: GREATER HARMONY BETWEEN AGRICULTURE AND THE ENVIRONMENT

RESEARCH PROJECT: Evaluation of Turfgrass Cultivars and Blends for Turfgrass Quality and Performance in the District of Columbia

Performance Goal 1

To annually increase producer adoption of "best practice" that enhance soil erosion by choosing a variety of lawn grass that is well suited for the Washington, D.C. area.

Indicator 1

The total number of AES research documents developed into educational materials/informational bulletins by CES at an appropriate reading level for residents of the District of Columbia.

Year	Number of Educational Bulletins Developed	
	Target	Actual
1999	1	
2000	1	
2001	1	
2002	1	
2003	2	
2004	2	

DATA COLLECTION METHODOLOGY

Research article(s) received from the research project staff. The ability to implement the indicator is based upon receiving research findings from the AES research(s), etc.

Indicator 2:

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The total number of persons completing CES non-formal education programs on conserving, sustaining, and/or protecting soil resources, the total number of these persons who plan to adopt one or more soil conservation practices, and the total number of these persons who actually adopt one or more soil conservation practices within six months of completing one or more non-formal educational programs.

Year	Number of Persons Completing Programs		Number Who Plan to Adopt Practices		Number Who Actually Adopt Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	200		200		150	
2000	400		400		350	
2001	600		600		550	
2002	800		800		750	
2003	1000		1000		950	
2004	1200		1200		1150	

DATA COLLECTION METHODOLOGY

Research articles, received from AES staff. Educational materials developed, attendance forms, enrollment records, etc.

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ESTIMATED PROGRAM COST

Extension

Year	Federal	State	Local	Other
1999	32620	23826		
2000	32620	23826		
2001	32620	23826		
2002	32620	23826		
2003	32620	23826		
2004	32620	23826		

ESTIMATED FTE COMMITMENT

Extension FTEs

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999	.60			.26		
2000	.60			.26		
2001	.60			.26		
2002	.60			.26		
2003	.60			.26		
2004	.60			.26		

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ESTIMATED VOLUNTEER PARTICIPATION

Extension

Year	Number of Volunteers
1999	2
2000	6
2001	8
2002	10
2003	12
2004	14

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**Plan of Work
District of Columbia**

GOAL 4 GREATER HARMONY BETWEEN AGRICULTURE AND THE ENVIRONMENT

RESEARCH PROJECT: A Sustainable Low-Input Cropping System for Urban Garden in the District of Columbia

Statement of Issue(s)

There is a need to develop and test the adoption of cultural techniques such as intercropping systems and their responses to critical environmental factors (temperature, water and soil nutrients). Developing an intensified cropping system for maximizing productivity in urban gardens without producing residues that are potentially pollutants in our environment is greatly needed.

Performance Goal(s):

To promote the use of sustainable agricultural practices by training home gardeners and agricultural professionals in sustainable agricultural methodologies and techniques. The establishment of an intercropping system will maximize the productive capacity of garden plots while the intercropping system will extend the growing season.

Output Indicator:

- ◆ Initiate a training program in which gardeners and professionals are educated in the principles of sustainable agriculture.
- ◆ Establishment of field plots to demonstrate the principles of sustainable agriculture in vegetable crop production.
- ◆ Several cropping sequences will be tried in which the productive capacity of gardens will be extended from early spring to late fall.
- ◆ Planting spring and fall crops within the same plot.

Outcome Indicator:

- ◆ Surveys will be made to determine if sustainable agricultural techniques are more clearly understood and are being used by the gardeners.
- ◆ Gardens will be monitored by extension agents to see if productivity and quality produce from gardens have improved.
- ◆ Develop publications for communication to gardeners general public.

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KEY PROGRAM COMPONENT(S):

- Training program to teach urban gardeners the principles of low-input sustainable agriculture.
- Demonstration plots to generate understanding of sustainable gardening and Integrated Pest Management at the National Zoological Park, Washington, DC.
- Research and demonstration field plots established at the Muirkirk Research Farm site in which principles of low-input sustainable techniques for growing plants are studied and demonstrated.

INTERNAL AND EXTERNAL LINKAGES:

Internal:

This research project is a joint effort between the Agricultural Experiment Station and the Cooperative Extension Service.

External:

This research project is multi-state since it is part of the Northeast Region SARE program. The pest management aspect of this program is linked with the Northeast Region IR-4 program. Locally, collaboration is with master gardeners, the City - Wide Cooperative Development Corporation (CWCDC) where welfare recipients and the Anacostia Garden Club are trained..

TARGET AUDIENCES:

Gardeners of the District of Columbia; Para-professionals who assist in the establishment of gardens; individuals operating the local food banks; operators of composting programs who are recycling yard wastes; and pesticide applicators.

EVALUATION FRAMEWORK:

After training, measure the new knowledge acquired by gardeners. Note skills acquired in low-input techniques in gardening and turf management.

RESEARCH PROJECT DURATION:

This program has a duration of five years.

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ALLOCATED RESOURCES

Current (1999)	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004
38,467	38,467	38,467	40,390	40,390	40,390

STAKEHOLDER INPUT:

Gardeners attend training classes, workshops and field days and there they explain their problems to researchers. Researchers will try to incorporate an experimental design research step into their original research to find solutions to stakeholders problems. Researchers of this project can visit home gardeners and assist in solving some of their garden problems.

MULTI-INSTITUTIONAL, MULTI-DISCIPLINARY, MULTI-STATE, AND INTEGRATED ACTIVITIES:

Interaction and input are derived from the Department of Biological and Environmental Sciences, food science and nutrition experts and extension agents. We are participants of the NE SARE activities, the IR-4 Pesticide Program and Farm tours with Delaware State University.

PEER REVIEW:

A peer review panel for the Agricultural Experiment Station includes representatives from the Department of Biological and Environmental Sciences, Department of Chemistry, Department of Physics, Cooperative Extension Service, the community and state and local government. Project may be selected, if approved and funds are available.

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**Plan of Work
District of Columbia**

Integrated Research and Extension Activity

GOAL 4: GREATER HARMONY BETWEEN AGRICULTURE AND THE ENVIRONMENT

RESEARCH PROJECT: A Sustainable Low-Input Cropping System for Urban Garden in the District of Columbia

Performance Goal 1

To increase the use of sustainable agriculture practices in order to enhance the production capacity of garden plots.

Indicator 1

The total number of AES research documents developed into educational materials/informational bulletins by CES at an appropriate reading level for residents of the District of Columbia.

Year	Number of Educational Bulletins Developed	
	Target	Actual
1999	1	
2000	2	
2001	2	
2002	2	
2003	2	
2004	2	

DATA COLLECTION METHODOLOGY

Research article(s) received from the research project staff. The ability to implement the indicator is based upon receiving research findings from the AES researcher(s), etc.

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Indicator 2

The total number of persons completing CES non-formal education programs for gardeners in the principles of sustainable agriculture, the total number who plan to adopt one or more practices, and the total number who actually adopt one or more practices.

Year	Number Completing Programs		Number Who Plan to Adopt Practices		Number Who Actually Adopt Practices	
	Target	Actual	Target	Actual	Target	Actual
1999						
2000	200		200		175	
2001	500		500		450	
2002	800		800		750	
2003	1100		1100		1050	
2004	1400		1400		1350	

DATA COLLECTION METHODOLOGY

Enrollment forms, attendance sheets, educational materials, etc.

ESTIMATED PROGRAM COST

Extension

Year	Federal	State	Local	Other
1999	16126	11778		
2000	16126	11778		
2001	16126	11778		
2002	16126	11778		
2003	16126	11778		
2004	16126	11778		

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ESTIMATED FTE COMMITMENT

Extension FTEs

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999	.30			.13		
200	.30			.13		
2001	.30			.13		
2002	.30			.13		
2003	.30			.13		
2004	.30			.13		

ESTIMATED VOLUNTEER PARTICIPATION

Extension

Year	Number of Volunteers
1999	2
2000	2
2001	2
2002	2
2003	2
2004	2

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District of Columbia**

GOAL 4 GREATER HARMONY BETWEEN AGRICULTURE AND THE ENVIRONMENT.

RESEARCH PROJECT: The Fate and Toxicity of Triorganotin Compounds in the District of Columbia Waterways

Statement of Issues (s):

Pollutants that are active ingredients in anti-foulant marine paints have been found in rivers that have high boat traffic, such as found in the Potomac River. These compounds (triorganotins) are easily absorbed by particulate matter which become incorporated into the sediment upon settling. Disturbance of the sediment directly reintroduce these compounds back into the water column where they have adverse effects on non-targeted fish species.

Performance Goal (s):

To understand pollutant toxicity to the aquatic organisms in order to provide information to individuals and government agencies interested in water quality and planning. Additionally, to understand the long term environmental impact of these compounds, particularly on the fish population in the Potomac River.

Output Indicators:

- ◆ Study tributyl and triphenyltins anti-foulant agents in marine paints.
- ◆ Sediment samples will be collected and analyzed (both anaerobic and aerobic)
- ◆ Student will assist in the toxicity studies involving the *Daphnia magna* (water flea).

Outcome Indicators:

- ◆ An LC value for each triorganotin will be determined based on various concentrations applied to the water flea, *Daphnia magna*.
- ◆ Research student will gain experience in Mossbauer spectroscopy, recording a spectrum, analyzing the spectrum and interpreting the data.

KEY PROGRAM COMPONENT(S):

This research project will focus on:

- investigation of the environmental fate of triorganotin compounds that may leach into the District of Columbia waterways from anti-foulant marine paints

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- evaluate their toxicity on aquatic biota.
- train University of the District of Columbia students in research methods currently employed at other universities or research laboratories.

INTERNAL AND EXTERNAL LINKAGES:

Internal:

Collaborative efforts with faculty in the University's Chemistry, Physics, and the Biological and Environmental Sciences Departments.

External:

Partnership will continue with The Catholic University of America and public sector as appropriate. We will focus on shared responsibilities for the agreed research objectives in collaboration with Dr. Leopold May and Mr. Ira May at The Catholic University of America.

TARGET AUDIENCES:

Residents of the District of Columbia and surrounding areas.

EVALUATION FRAMEWORK:

An annual progress report must be submitted to the Director of the Agriculture Experiment Station for review and then submitted to USDA.

RESEARCH PROJECT DURATION:

This project was funded for three years and it is expected that rewrite for continuation for another three years will be submitted for a peer review before sending it to USDA.

ALLOCATED RESOURCES (\$ x 1000; (SY=units))

Current (1999)	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004
36,035	36,035	36,035	36,035		

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STAKEHOLDER INPUT:

Gathering information from the Interstate Commission on the Potomac River Basin, the Chesapeake Bay Foundation, and the Anacostia River Watershed Society regarding the conditions of the watershed in and around various boating marinas.

MULTI-INSTITUTIONAL, MULTI-DISCIPLINARY, MULTI-STATE, AND INTEGRATED ACTIVITIES:

PEER REVIEW:

A peer review panel for the Agricultural Experiment Station includes representatives from the Department of Biological and Environmental Sciences, Department of Chemistry, Department of Physics, Cooperative Extension Service, community and state and local government. If approved, the research proposal is forwarded to USDA for a scientific peer review.

SCIENTIFIC PEER REVIEW:

Proposals forwarded to USDA will be reviewed by a scientific peer review panel. This scientific peer review is an evaluation performed by experts with scientific knowledge and technical skills to conduct the proposed work whereby the technical quality and relevance to program goals are assessed.

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GOAL 5: TO ENHANCE ECONOMIC OPPORTUNITIES AND THE QUALITY OF LIFE AMONG FAMILIES AND COMMUNITIES

Overview:

The emphasis of Goal 5 is the enhancement of the economic opportunities and the quality of life among families and communities. Efforts to address this goal are undertaken by the following programs:

UDC Family Life Center, 4-H and Youth Development, Community Economic Development, LifeSmarts, Family Resource Management, Family and Community Education, Parenting Education, Home Repair and Energy Conservation, Healthy Indoor Air Quality, Criminon, and Ferebee Hope Vocational Skills Training and Retraining.

The lack of financial literacy is costly to both individuals and society, for youth as well as adults. District residents' loss in dollars from common financial errors is tremendous: foregone savings and investment opportunities; lives shattered by financial loss or bankruptcy; higher prices than necessary, paid for goods and services; dreams and aspirations unfulfilled; marital discord and family strife; and stalled and standards of living, but to name a few. Through UDC Cooperative Extension Service's financial management programs, District youth and adults can become more knowledgeable consumers and skilled money managers.

The goal of the Family Resource Management Program is to provide information, knowledge and skills to our clientele in basic and advanced financial management to help enhance the quality of life for individuals and families through more efficient management of life for individuals and families through more efficient management of their income and other available resources, both human and physical.

Supply and demand are major determinants in the cost and availability of goods and services. It is evident to business concerns that all humans are consumers, whether or not they make the purchases themselves. That fact is seen by the manner in which marketing specialists and advertising agents gear their selling methods toward their audiences be it for children or senior citizens, rich or poor, black or white; as can be seen, for example, with the posted billboards on cigarettes and alcohol displayed in less affluent neighborhoods in the District. But, with sharpened consumer knowledge and skills, wise consumer decision-making has been shown to have a beneficial effect on the cost and quality of the choices made. Through Extensions' Consumer Education program District residents are educated on their rights and responsibilities as consumers.

All Americans are affected by their credit history, good, bad or neutral. Credit worthiness is a major factor in the ability of consumers to qualify for basic needs, such as apartment leasing,

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loans of any type, even employability; and has an affect on the cost on cost a consumers pays for goods and services, such as household appliances/furniture or car purchases. Credit issues have especially become a concern to many District residents who may be experiencing the effects of downsizing, furloughs, and changes in welfare laws. UDC's Cooperative Extension provides credit education opportunities to all residents through such programs as "Credit Worthiness for Home Buying; and "Credit-How To Get It, How To Keep It , How to Keep It Good, How To Repair It!".

According to the Consumer Price Index, housing cost in the District has increased by 62.6% from 1990 to 1995. The National Association of Home Builders estimates that more than 3,000 components are used in the construction of a house. With the growing number of first-time home buyers, the growing population of retired and senior citizen homeowner, the high cost of repair and energy conservation to an older home is not always affordable, especially for individuals on fixed incomes.

At the same, time maintaining healthy indoor air quality has become a growing concern for American families and public health officials. In fact, the Environmental Protection Agency has, in recent years, devoted increasing attention to this issue. Much of this attention has been attributed to the discovery of hazardous substances such as radon mold, carbon monoxide and lead in the home.

Another area of concern to individuals and families is welfare reform. The plight of the District of Columbia Government and the residents of the city have both been affected by the national laws that affect welfare reform. Statistics show that many residents of the city, who will be removed from the welfare rolls are women who have never worked since their first teenage pregnancy, in some cases, young girls are pregnant as young as 12 years of age. As a result of this new federal legislation there has been increased pressure from federal, state and local agencies and groups that serve limited resource audiences to successfully address this problem. This means more people will have to find a method of becoming self-sufficient. They will have to find jobs in the public or private sector; develop and talent or skill to start their own business (Home Based Businesses) or they will have to pool their resources with others in the form of cooperative businesses (UDC Center for Cooperatives). According to the Washington Post, "In the Washington area's high - poverty neighborhoods, all of which are located within the District, almost half the adults lack a high school diploma, compared with only 15 percent for the metropolitan region as a whole. Unemployment is nearly four times greater in these poor neighborhoods than in the metropolitan area, and almost three-quarters of families with children are headed by single women, compared with only one-quarter of families throughout the region Moreover, as an increasing share of jobs migrate to the suburbs, poor African American communities in the central city are being cut off from access to economic opportunities.

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The Ferebee Hope Skill Training and Retraining and Criminon Programs provide needed educational opportunities for these residents.

Washington, D. C. is a largely transitional city, which can result in the development of a host of social issues. One of these issues is the need for education and awareness about personal care and hygiene. For many at-risk individuals, such persons as the homeless, and persons living in cramped housing situations, these living conditions may become a breeding ground for the spread of germs and diseases unless special care is taken. And, with the resurgence of venereal diseases and TB in the Washington, D. C. area, it is imperative that we educated at-risk individuals about personal hygiene. Poor hygiene practices have been shown to be a deterrent to employability.

Historical data indicates that parenting education has always had a place in American life. Although the forces driving the parenting education efforts have differed markedly, the intent of the programs have generally been the empowerment of parents. Kagan (1995) suggests that the stresses associated with parenting in the 1990's have played havoc with family relationships, to the extent that the quality and quantity of parenting education that are afforded children, leaves much to be desired. Likewise, the ever changing District of Columbia workplace, as well as the changes in the welfare system, puts families in positions where they are constantly struggling to stay financial ly afloat, making time and attention to parenting an even more challenging goal. However, the literature suggests that when parents are provided with adequate parental education and support, the negative impacts resulting from the normal stresses of life are lessened. Given the requests Extension has received from community organizations such as the Family Place Hispanic Center, Sojourner Neighborhood Center, and others for workshops in areas such as discipline, conflict resolution, stress management, and building family strengths, it is clear that parenting education instruction is critical to the well-being of parents in the District of Columbia.

Statistics support the general indication that uniformed teenagers become uniformed adults, when it comes to their knowledge of consumer issues. The lack of hands-on information about real life situations such as interest rates, the meaning of RAM (Random Access Memory), and the appropriate regulatory agency needed for service are just a few examples. It is felt that today's youth are not obtaining sufficient education about important consumer issues.

LifeSmart, a national consumer education program for youth, attempts to fill this need for accurate consumer information among the nation's youth.

Additionally, new reports indicate that the District of Columbia faces a youth crisis. Local statistics reveal increasing number of youth in poverty, with resulting poor health and inadequate nutrition. There is a disturbing trend underway which suggests more child neglect and abuse, drug and alcohol abuse, teenage pregnancy, under achievement and behavioral problems in schools, school dropouts and unemployability. Without special prevention-focused help, this city's most vulnerable youth might not grow up to become productive, participating citizens.

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The school-aged population, 5-19 years is 78,648 in the District of Columbia. These children are among the poorest in the nation., Lower wages, high unemployment, increases in single-parent households and the failure of safety net programs to keep up with the inflation rate contribute to the high poverty rate among families with young children. Over 20.5% of the District's residents live in poverty and one in four of the children live in poverty, placing the District of Columbia fourth from the bottom in measures of childhood poverty whose total population based on 1990 census, is 112,170.

It is important that the Cooperative Extension Service maintain a healthy educational relationship with the community it serves. So that each state land-grant institution works in an advisory capacity with the state community education organization of the National Association of Family and Community Education (NAFCE). The NAFCE, originated from the Extension Home Maker's Clubs, into a community education and advocacy organization for family interests. The District of Columbia Association of Family and Community Education (DCAAFCE), became the newest state affiliate in 1994. The membership of the District's state association is an outgrowth of the UDC Cooperative Extensions' former national grant funded program - the Family Community Leader training program.

The D. C. Family Community Leader program trained District residents in leadership development and public policy education, to assist them in strengthening their own communities as well as themselves.. Some of the participants trained were District ANC's and other community residents and leaders who became certified public policy leaders. As a requirement for receiving this training, these certified public policy leaders are to now give back leader/advocacy opportunities to other district residents.

The membership of the DCAAFCE is preparing to take the knowledge and skills they have learned back to the District communities at-large by providing educational opportunities for communities, leaders and residents. UDC Cooperative Extension, as the State Extension office provides services to the DCAAFCE organization through advisory leadership, assistance and support.

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GOAL 5: TO ENHANCE ECONOMIC OPPORTUNITIES AND THE QUALITY OF LIFE AMONG FAMILIES AND COMMUNITIES

EXTENSION PROGRAM: 4-H and Youth Development Program

Statement Of Issue(s):

In general, there is mounting evidence of the usefulness and need for a strong and vital 4-H and Youth Development Program in D.C. which serves all youth. However, as the faces, cultures, and economic dynamics of the city continue to change, the resources of the 4-H and Youth Development Program are sorely needed in undeserved urban populations, charged with the responsibility of developing productive, contributing young people without adequate resources. Many of these youth are termed "YOUTH AT RISK". Without the values, beliefs and mission of the 4-H and Youth Development Program, many of them have little hope for their development as productive, contributing citizens. Leadership, public speaking, communication, and career development skills are but a few examples of the preparatory work that 4-H has done well for nearly a century.

In contrast to the 4-H ideal of a rural agricultural program, today, roughly 12% of all members of 4-H clubs reside in rural areas or live on farms. Yet more than 50,000, or a third of the youth involved in the 4-H and Youth Development Program, live in the suburbs or in central cities. In the Nation's Capital, there are approximately 146 schools in the public school system, whose student body equals roughly 71,000 students and over 3,000 students are in public charter schools. In addition, there are approximately 12,000 students who attend private schools in the District of Columbia. The goal of the UDC 4-H and Youth Development Program is to serve each of these students through 4-H clubs and youth development activities.

As the goal of the 4-H and Youth Development Program remains, "...the development of youth as responsible and productive citizens", there are endless possibilities to instill in students of the District of Columbia School system and at the community level, the values and beliefs of the 4-H and Youth Development Program. At UDC 4-H, we too, believe that District of Columbia youth have special gifts, talents and skills that can be developed to their fullest potential. We further understand that the problems and issues of young people are connected to those of the larger community, and that youth are valuable partners. With adult guidance, they can play a vital role in leading our community to the standard of excellence it so richly deserves in developing problem solving strategies for making the District of Columbia a better place to live and dwell for themselves and their families.

The quality of life in depressed areas of the District of Columbia speaks to the need for the input of the 4-H and Youth Development Program and its components. First, there is a swelling

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number of unemployed and underemployed youth of varying cultural and ethnic backgrounds, in the city. Many of those that are employable lack valuable job skills that would ensure job retention and promotion. The UDC/CES 4-H and Youth Development Program would improve this reality through its workforce preparation program opportunities, which are extended to all youth of the city. The mission of the Workforce Preparation agenda, put forth by the National 4-H Council's National Center for Workforce Preparation, is to contribute to the development of young people for employment futures. As a partner in this process, the UDC 4-H and Youth Development Program will implement the workforce preparation curricula and resource materials to develop youth competencies and skills that are critical to the development of young people for employable and entrepreneurial ventures.

Second, since it is well understood that the UDC Cooperative Extension Service is located in an urban setting, it also follows, that because of its location, many of the youth served by the UDC 4-H and Youth Development Program do not understand the relationship between agriculture and the environment. This poor understanding of crucial subject matter, necessary to improve lifestyle quality among families, is largely due to lack of exposure.

One of the ways UDC 4-H and Youth Development plans to deliver its programs over the next five years, is through a newly formed partnership with faith groups in the community. There are plans currently underway to develop a UDC 4-H CENTER for youth in the Washington Metropolitan area. This center would serve as a physical facility where 4-H and Youth Development Programs and activities would take place.

KEY PROGRAM COMPONENT(S)

As is customary in 4-H and Youth Development Programs nationally, the UDC 4-H and Youth Development Program is comprised of in school and after school clubs, each with a different emphasis as it relates to the interests of its members. To date, the UDC 4-H and Youth Development Program manages clubs which focus on the following subject areas:

4-H and Youth Development Subject Matter

- Communications (Print and Broadcast Journalism)
- Leadership Skills and Career Development
- Public Speaking
- Horticulture
- Agriculture
- Science and Technology
- Small Business
- Foods and Nutrition

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- Violence and Substance Abuse Prevention
- Conflict Resolution and Anger Management

Development of 4-H Club Activities

- Recruit volunteer leaders and volunteers
- Establish curriculum activities
- Train volunteers
- Recruit 4-H Club Members
- Publicize UDC 4-H and Youth Development Program and its activities
- Interface with community members who share the common interest of youth development
- Raise funds to implement the program
- Monitor club activity
- Collect data
- Report data
- Evaluate the program

National 4-H Conference

- Organize delegation
- Train volunteers, volunteer leaders, staff, and 4-Hers in conference activities
- Chaperone delegation to conference
- Serve in consulting group at conference
- Follow-up with delegation
- Coordinate follow-up responsibilities with 4-Hers, volunteers, and volunteer leaders

National Youth Congress

- Organize delegation
- Train 4-Hers in congress participation
- Chaperone delegation to congress
- Follow-up with delegation
- Coordinate follow-up responsibilities with 4-Hers, volunteers, staff, and volunteer leaders

Project Safenight

"Project Safenight" is a national violence prevention project sponsored by the Robert Wood Johnson Foundation, where UDC partners with the foundation, the National 4-H Council, and community organizations to host a Safenight party on the campus of UDC. 4-H clubs in D.C. use Safenight as a community service project throughout the year and participate in activities which

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promote violence and substance abuse prevention among youth. Some of those activities include taking 4-H clubs to trauma centers to observe the aftermath of senseless acts of violence and trips to local prisons to have dialogue with prisoners who have been the perpetrators of violent acts. Other activities include rap sessions with 4-Hers and other youth and "Parties with a Purpose", where 4-Hers host safe places for youth to have a good time and learn something about conflict resolution, anger management, and violence and substance abuse prevention.

D.C. Reads

D.C. READS is a literacy project where tutors are paired, one-on-one with elementary school students in the District of Columbia, to increase reading skills for those students in grades 1-3 who score below the national average on the Stanford Nine test. The Stanford Nine is a standardized test, which assesses the reading level of students. All public schools in the District of Columbia must be examined. The program is funded by the Corporation for National Service and is administered by an organization called Communities in Schools. Currently, D.C. Reads exists in 16 elementary schools in the District. The goal for UDC 4-H and Youth Development is to have middle and high school 4-H club members volunteer with the D.C. Reads Program as a community service project. The hope is that UDC 4-H and Youth Development, through its youth members, will positively impact the reading levels of District students and therefore, contribute to a reduction in those who read and score poorly on this national exam.

Earth Day/Arbor Day

To celebrate and observe National Earth and Arbor Day, UDC 4-H and 4-Hers throughout the District of Columbia partner with the public school system, the Ag and Natural Resources Unit and other members of the University community to participate in a campus-wide Arbor Day Program. For this activity, 4-H clubs, along with master gardeners and 4-H volunteers and volunteer leaders, conduct a demonstration project in the areas of agricultural, horticultural, environmental or food science. The opportunity is also used as a public relations tool, where the public learns more about the activities of an urban 4-H and Youth Development Program and its relationship to preserving the environment. In addition to the city-wide program, there are also other activities such as tree planting and community clean-ups which accompany the day-long program.

UDC 4-H Fair

UDC 4-H will host a city-wide 4-H fair on the UDC campus, that will showcase the projects and activities of 4-H clubs throughout the city. The Fair will be much like a county fair, but with some modifications that will account for the urban setting in which it will be held.

UDC 4-H Center

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Plans are currently in development to establish a local 4-H Center in the District of Columbia, in partnership with local church groups and community members. The center would be housed in a university building and would serve as a facility for 4-Hers in the Metropolitan area and for visiting 4-Hers to conduct 4-H projects, activities, fund raisers, and community services activities.

Staff Development for Volunteers

There are a number of pre-scheduled national, regional and local meetings and training sessions necessary for the successful execution of the 4-H and Youth Development Program. There are also training sessions and workshops conducted by other Extension Service outfits, both locally, and across the country, that are provided for a thorough understanding of the program and its mission as its evolution and growth takes place.

INTERNAL AND EXTERNAL LINKAGES:

Internal:

The UDC 4-H and Youth Development Program has linkages with units within the University's Community Outreach and Extension Services (COES) Division, which include but are not limited to : The Family and Consumer Sciences Unit, the Ag and Natural Resources Unit, the Saturday Academy, the Family Life Center, all of which share the common interest of youth development as it relates to either agricultural and horticultural science, academic enrichment, or other youth programs such as the Lifesmarts consumer competition. We have additional linkages with other departments within the university who share our common interests.

External:

The UDC 4-H and Youth Development Program has external linkages with the following stakeholders: PEPCO, Americorps National Civilian Community Corps, Americorps Promise Fellows, Americorps Vista Volunteers, the Mayor's Youth Leadership Institute, D.C. Public Schools, the Metropolitan Boys and Girls Clubs, Boys and Girls Clubs of America, Covenant House Washington, Metro Teen Aids, the D.C. Department of Health, the D.C. Department of Child and Youth Services, the Anthony Bowen YMCA, Church of the Holy Comforter, St., Columba's Episcopal Church, the National Association of Black Journalists, The D.C. Department of Recreation and Parks, the Recreation Wish List of Washington, D.C., The United Black Fund, The Environmental Protection Agency (EPA), members of the local business community, and local media. Some of the representatives of these entities work with UDC 4-H directly, by serving on

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advisory committees and foundations, while others work in supportive roles, by providing resources for projects and activities.

TARGET AUDIENCES:

The audiences of the UDC 4-H and Youth Development Program are youth of the District of Columbia in grades K through 12 and their families.

EVALUATION FRAMEWORK:

Evaluation will measure accomplishment of the following objectives:

- ◆ To establish an advisory committee of approximately 25 key community and business leaders to assist with planning, implementation, oversight, and evaluation of the program.
- ◆ To recruit 1,000 4-H volunteer leaders and volunteers over the five year period.
- ◆ To train 1,000 4-H volunteer leaders and volunteers over the five year period.
- ◆ To develop a training manual and materials for volunteer training during year 1 and update as needed.
- ◆ To train 1,000 volunteer leaders and volunteers over the five year period, to use peer-reviewed 4-H curricula developed by Extension Service professionals, during years 1 through 5.
- ◆ To develop curricula for use with in-school and community 4-H clubs on 4-H subject matter areas.
- ◆ To determine the effectiveness of the curricula in increasing the knowledge of 4-H subject matter areas such as horticultural, agricultural, environmental, and food science, small business, science and technology, violence and substance abuse prevention, anger management, conflict resolution, broadcast and print media skills development, as well as leadership and public speaking skills development. Effectiveness will be ascertained through end of activity evaluations and on-going observations and participation levels.

Evaluation will also measure accomplishments of the following impacts and/or expected outcomes. At the completion of the volunteer training, 4-H volunteer leaders and volunteers will be able to:

- ◆ Define the mission of the UDC 4-H and Youth Development Program
- ◆ Define the meaning of the 4-H insignia
- ◆ Recite the 4-H motto
- ◆ Recall the 4-H pledge
- ◆ Recall the 4-H colors
- ◆ Recall the 4-H slogan

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- ◆ Recall the UDC 4-H slogan
- ◆ Recall the 4-H vision and value set
- ◆ Organize and facilitate 4-H clubs
- ◆ Conduct training sessions for potential 4-H volunteers

As a result of exposure to the 4-H curricula, and following the training on becoming an active 4-H'er, 4-H club members will be able to:

- ◆ Define the mission of the UDC 4-H and Youth Development Program
- ◆ Recall the meaning of the 4-H insignia
- ◆ Recite the 4-H motto
- ◆ Recite the 4-H pledge
- ◆ Recall the 4-H colors
- ◆ Recall the 4-H slogan
- ◆ Recall the UDC 4-H slogan
- ◆ Recognize the connection between the food supply and the environment
- ◆ Be able to plan and implement community service projects consistent with the mission, vision, and 4-H value set.
- ◆ Be able to implement the 4-H value set and mission in their home and community environments.
- ◆ Be able to participate in and assume leadership positions in their clubs, schools, communities, and in regional and national 4-H conferences.
- ◆ Be able to promote the UDC 4-H and Youth Development Program using local media.

PROGRAM DURATION:

Long-Term. The UDC 4-H and Youth Development Program is an on-going program which conducts clubs as well as academic and experiential learning and community service activities, year round.

OBJECTIVE, PERFORMANCE GOALS, AND INDICATORS

Objective 1: To increase the capacity of communities and families to enhance their own economic well-being through the UDC 4-H and Youth Development Program

Performance Goal 1

To annually increase the 4-H subject matter knowledge-base of all youth enrolled in the 4-H and Youth Development Program in the District of Columbia.

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Indicator 1

The total number of youth exposed to communications skills through 4-H club and other youth development activities; and the total number who plan to adopt one or more of the communication skills, and the total who actually adopt one or more of the skills.

Year	Number of Youth in Community Club Activities		Number of Youth to Adopt One or More New Communication Skills		Number of Youth Actually Adopt one or more Communication Skills	
	Target	Actual	Target	Actual	Target	Actual
1999	32		32		32	
2000	300		300		275	
2001	600		600		575	
2002	900		900		875	
2003	1000		1000		950	
2004	1300		1300		1250	

DATA COLLECTION METHODOLOGY

The data will be collected using surveys, sign-in sheets, attendance and performance records, and evaluation forms completed by participants in the program, follow-up surveys' reports from volunteer leaders, youth self-reporting.

Indicator 2

The total number of youth exposed to leadership and career development skills through 4-H club and other youth development activities, and the total number who plan to adopt one or more skills and the total number who actually adopt one or more skills.

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Year	Number of Youth in Career Development and Leadership Skills Club Activities		Number of Youth Who Plan to Adopt One or More Skills		Number of Youth Who Actually Adopt One or More Skills	
	Target	Actual	Target	Actual	Target	Actual
1999	270		270		260	
2000	4,000		4,000		3,500	
2001	8,000		8,000		6,000	
2002	11,000		11,000		9,500	
2003	14,200		14,200		12,050	
2004	15,400		15,400		13,500	

DATA COLLECTION METHODOLOGY

The data will be collected using surveys, sign-in sheets, attendance and performance records, and evaluation forms completed by participants in the program, follow-up surveys, reports from volunteer leaders, and youth self-reporting.

Indicator 3

The total number of youth exposed to public speaking skills through 4-H club and other youth activities, and the total number who plan to adopt, and the total number who actually adopt.

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Year	Number of Youth in Public Speaking Club Activities		Number of Youth in Public Speaking Plan to Adopt One or More		Number of Youth in Public Speaking Actually Adopt One or More Skills	
	Target	Actual	Target	Actual	Target	Actual
1999	270		270		270	
2000	1,200		1,200		1,100	
2001	1,600		1,600		1,450	
2002	2,000		2,000		1,800	
2003	2,300		2,300		2,050	
2004	3,000		2,800		2,050	

DATA COLLECTION METHODOLOGY

The data will be collected using surveys, sign-in sheets, attendance and performance records, and evaluation forms completed by participants in the program, follow-up surveys, reports from volunteer leaders, and youth self-reporting.

Indicator 4

The total number of youth exposed to horticultural skills through 4-H club and other youth development activities, and the total number who plan to adopt one or more skills; and the total number who actually adopt one or more skills.

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Year	Number of Youth in Horticultural Club Activities		Number of Youth Plan to Adopt		Number of Youth Who Actually Adopt One or More Skills	
	Target	Actual	Target	Actual	Target	Actual
1999	64		64		60	
2000	240		240		220	
2001	400		400		360	
2002	700		700		580	
2003	800		800		680	
2004	1,100		1,100		1,050	

DATA COLLECTION METHODOLOGY

The data will be collected using surveys, sign-in sheets, attendance and performance records, and evaluation forms completed by participants in the program; follow-up surveys, reports from volunteer leaders, and youth self-reporting.

Indicator 5

The total number of youth exposed to agricultural skills through 4-H club and other youth development activities, the total number of youth who plan to adopt one or more agricultural skills, and the total number of youth who actually adopt one or more agricultural skills.

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Year	Number of Youth in Horticulture Club Activities		Number of Youth Who Plan to Adopt One or More Agricultural Skills		Number of Youth Who Actually Adopt One or More Agricultural Skills	
	Target	Actual	Target	Actual	Target	Actual
1999	132		132		130	
2000	300		300		275	
2001	600		600		550	
2002	900		900		840	
2003	1,000		1,000		920	
2004	1,300		1,300		1,200	

DATA COLLECTION METHODOLOGY

The data will be collected using surveys, sign-in sheets, attendance and performance records, and evaluation forms completed by participants in the program, follow-up surveys, reports from volunteer leaders, and youth self-reporting.

Indicator 6

The total number of youth exposed to science and technology skills development through 4-H club and other youth development activities, the number who plan to adopt and the number who actually adopt.

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Year	Number of Youth in Science and Tech. Club Activities		Number of Youth Who Plan to Adopt		Number of Youth Who Actually Adopt	
	Target	Actual	Target	Actual	Target	Actual
1999	70		70		60	
2000	300		275		250	
2001	600		575		525	
2002	800		780		720	
2003	1,000		940		900	
2004	1,200		1,150		1,075	

DATA COLLECTION METHODOLOGY

The data will be collected using surveys, sign-in sheets, attendance and performance records, and evaluation forms completed by participants in the program, follow-up surveys, reports from volunteer leaders, and youth self-reporting.

Indicator 7

The total number of youth exposed to small business skills development through 4-H club and other youth development activities, and the number who plan to adopt and the number who actually adopt one or more skills.

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Year	Number of Youth in Small Business Club Activities		Number of Youth Who Plan to Adopt		Number of Youth Who Actually Adopt	
	Target	Actual	Target	Actual	Target	Actual
1999	64		64		60	
2000	275		275		250	
2001	550		550		500	
2002	800		800		675	
2003	1,000		1,000		875	
2004	1,250		1,250		1,200	

DATA COLLECTION METHODOLOGY

The data will be collected using surveys, sign-in sheets, attendance and performance records, and evaluation forms completed by participants in the program, follow-up surveys, reports from volunteer leaders, and youth self-reporting.

Indicator 8

The total number of youth exposed to foods and nutrition skills development through 4-H club and other youth development activities, and the total number who plan to adopt and the total number who actually adopt.

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Year	Number of Youth Foods and Nutrition Club Activities		Number of Youth Who Plan to Adopt		Number of Youth Who Actually Adopt	
	Target	Actual	Target	Actual	Target	Actual
1999	100		100		75	
2000	200		200		175	
2001	300		300		280	
2002	500		500		475	
2003	850		850		750	
2004	1250		1250		1175	

DATA COLLECTION METHODOLOGY

The data will be collected using surveys, sign-in sheets, attendance and performance records, and evaluation forms completed by participants in the program, follow-up surveys, reports from volunteer leaders, youth self-reporting.

Indicator 9

The total number of youth who participate in violence and substance abuse prevention activities and who assume leadership roles in their schools, communities, and their 4-H clubs, in preventing violence and substance abuse among their peers.

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Year	Number of Youth Who Organize and Attend Project Safenight Activities		Number of Youth Who Plan to Adopt Skills Learned		Number of Youth Who Actually Adopt Two or More of the Skills	
	Target	Actual	Target	Actual	Target	Actual
1999	600		600		575	
2000	1,000		950		900	
2001	3,000		2,800		2,300	
2002	4,000		3,700		3,100	
2003	5,000		4,500		3,800	
2004	6,000		5,500		5,100	

DATA COLLECTION METHODOLOGY

The data will be collected using surveys, sign-in sheets, attendance and performance records, and evaluation forms completed by participants in the program; follow-up surveys, reports from volunteer leaders, youth self-reporting.

Indicator 10

The total number of youth exposed to conflict resolution and anger management skills through 4-H club and other youth development activities, and the total number who plan to adopt one or more of the skills, and the total number who actually adopt one or more of the conflict resolution and anger management skills.

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Year	Number of Youth Who Attend Conflict Resolution and Anger Management Workshops and Activities		Number of Youth Who Plan to Adopt Two or More of the Skills		Number of Youth Who Actually Adopt to or More of the Skills	
	Target	Actual	Target	Actual	Target	Actual
1999	300		300		275	
2000	600		600		575	
2001	900		900		850	
2002	1,200		1,200		1,050	
2003	1,500		1,500		1,400	
2004	1,800		1,800		1,650	

DATA COLLECTION METHODOLOGY

The data will be collected using surveys, sign-in sheets, attendance and performance records, and evaluation forms completed by participants in the program, follow-up surveys, reports from volunteer leaders, youth self-reporting.

Performance Goal 2

To annually increase the number of 4-H volunteers and club members recruited for the UDC 4-H and Youth Development Program.

Indicator 1

The total number of volunteers who receive training to implement the program and who actually implement the program in a school or community within the District of Columbia.

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Year	Number of Volunteers Who Receive 4-H Training		Number Who Plan to Start a 4-H Club		Number Who Actually Start a 4-H Club	
	Target	Actual	Target	Actual	Target	Actual
1999	140		75		75	
2000	250		150		150	
2001	400		225		225	
2002	500		300		300	
2003	600		400		400	
2004	700		500		500	

DATA COLLECTION METHODOLOGY

The data will be collected using sign-in sheets and Volunteer Enrollment Forms.

Indicator 2

The number of new 4-H club members recruited over a five year period.

Year	Number of New 4-H Club Members	
	Target	Actual
1999	500	
2000	1,000	
2001	1,600	
2002	2,200	
2003	2,300	
2004	3,200	

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DATA COLLECTION METHODOLOGY

The data will be collected using New Member Enrollment Forms.

Performance Goal 3

To annually attend and participate in the National 4-H Conference and conduct 4-H programs in the community that reflect conference goals.

Indicator 1

The number of students recruited and trained to participate in the National 4-H conference and the number of persons in the community reached as a result of their participation.

Year	Number of Students Recruited and Trained for Conference		Number of Students Attend and Participate in Conference Activities		Number of Individuals Reached by 4-Her's Conference Plan/Activity in their Community or School	
	Target	Actual	Target	Actual	Target	Actual
1999	8		8		50	
2000	10		10		100	
2001	10		10		150	
2002	10		10		200	
2003	10		10		250	
2004	10		10		300	

DATA COLLECTION METHODOLOGY

Data will be collected using conference registrations, work group participation reports, sign-in sheets and evaluations of school and community activities.

Performance Goal 4

To annually attend and participate in National 4-H Youth Congress.

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Indicator 1

The total number of students recruited and trained to participate in the National 4-H Youth Congress.

Year	Number of New Students Recruited and Trained	
	Target	Actual
1999	0	
2000	15	
2001	15	
2002	15	
2003	15	
2004	15	

DATA COLLECTION METHODOLOGY

Data will be collected using congress registration forms.

Performance Goal 5

To educate District of Columbia youth about violence and substance abuse prevention through Project Safenight.

Indicator 1

The total number of organizations who volunteer to co-sponsor and organize Safenight Festival, and the total number of organization volunteers who volunteer for Safenight Festival, and the total number of organizations who fund a component/activitie(s) of Safenight Festival annually.

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Year	Number of Organization Co-Sponsors and Organizers		Number of Organization Volunteers for Safenight Festival		Number of Organizations Who Fund Safenight Festival	
	Target	Actual	Target	Actual	Target	Actual
1999	15		100		25	
2000	35		150		50	
2001	50		200		75	
2002	50		200		75	
2003	50		225		100	
2004	50		225		125	

DATA COLLECTION METHODOLOGY

Data will be collected using sign-in sheets, meeting minutes, reports, and telephone logs and actual contributions received.

Indicator 2

The total number of youth participants who organize and attend Safenight Festival, and the total number of youth who volunteer to work Safenight Festival and the total number of youth who attend the Safenight Festival annually.

Year	Number of Youth Who Organize Safenight Festival		Number of Youth Who Volunteer to Work Safenight Event		Number of Youth Who Attend Safenight Event	
	Target	Actual	Target	Actual	Target	Actual
1999	10		85		1,000	
2000	25		100		2,000	
2001	30		150		3,000	
2002	35		200		4,000	
2003	40		250		5,000	
2004	45		275		6,000	

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DATA COLLECTION METHODOLOGY

Data will be collected using sign-in sheets, surveys, and follow-up reports of event activities.

Performance Goal 6

To have 4-H club members serve as volunteers with D.C. Reads to tutor elementary school students who score below the national standard on the Stanford Nine Standardized test, in 16 public schools in the District of Columbia.

Indicator 1

The total number of 4-H club members who volunteer with D.C. READS, annually.

Year	Number of 4-H Club Members Who Participate in Community Service Literacy Projects		Number of Elementary Students Served by Community Service Project.		Number of Elementary Schools Served by Community Service Project	
	Target	Actual	Target	Actual	Target	Actual
1999	25		75		5	
2000	50		125		8	
2001	75		150		10	
2002	100		175		16	
2003	125		200		16	
2004	150		225		16	

DATA COLLECTION METHODOLOGY

Data will be collected using registration forms for community service projects and using sign-in sheets for participants who receive the service.

Performance Goal 7

Annually, 4-H Club members will observe and participate in Arbor Day/Earth Day..

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Indicator 2

The total number of Arbor Day/ Earth Day Projects and activities, 4-H club members demonstrate, the total number of members who plan to adopt Arbor Day/Earth Day Principles; and the total number who actually adopt Arbor Day/Earth Day Principles annually.

Year	Number of Projects/Activities Club Members Demonstrate		Number Who Plan to Adopt Arbor Day/ Earth Day Principles, etc.		Number Who Actually Adopt Arbor Day/Earth Day Principles	
	Target	Actual	Target	Actual	Target	Actual
1999	5		300		200	
2000	10		500		250	
2001	10		600		300	
2002	10		600		400	
2003	15		700		500	
2004	15		800		600	

DATA COLLECTION METHODOLOGY

Data will be collected using reports, surveys, and evaluations of Earth Day/Arbor Day activities.

Performance Goal 8

The UDC 4-H and Youth Development Program will sponsor an annual 4-H city-wide fair, involving Northeast Regional 4-H programs and clubs to showcase 4-H club activities and programs.

Indicator 1

The number of participants from UDC 4-H clubs, and surrounding area clubs who participate in the 4-H Fair, and the total number of youth and their families who attended the 4-H Fair annually.

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Year	Number of UDC 4-H Clubs Who Participate		Number of Northeast Regional Clubs/Prog. Who Participate		Number of D.C. Youth and their Families Who Attend	
	Target	Actual	Target	Actual	Target	Actual
1999	10		10		500	
2000	15		10		1,000	
2001	20		15		2,000	
2002	30		20		2,500	
2003	40		30		3,000	
2004	50		35		3,500	

DATA COLLECTION METHODOLOGY

The data will be collected using sign-up sheets from participants and 4-H clubs.

Performance Goal 9

The UDC 4-H and Youth Development Program will recruit members of the business, legislative, and faith community to raise funds for the development of a UDC 4-H CENTER to be used by 4-H clubs and youth throughout the city for 4-H and youth projects and activities..

Indicator 1

The number of funding agencies and individuals, public or private, recruited for the establishment and funding of the UDC 4-H CENTER

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Year	Number of Partnerships Recruited to Bring UDC 4-H CENTER to fruition	
	Target	Actual
1999	2	
2000	4	
2001	5	
2002	6	
2003	7	
2004	8	

DATA COLLECTION METHODOLOGY

Data will be collected using monthly and annual reports, recruitment/marketing packet, letters of support, meetings.

Performance Goal 10

The UDC 4-H and Youth Development Program will provide staff development training for 4-H volunteer leaders and volunteers to enhance their skill level to deliver the program.

Indicator 1

The number of volunteers who receive staff development training via Annual Training Conference and use it to deliver 4-H and Youth Development programs, the total number of Volunteers who plan to begin new programs in 4-H and Youth Development and the total number of volunteers who actually started new programs in 4-H and Youth Development.

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Year	Number of Volunteers Who Receive Staff Development Training		Number of Volunteers Planning to Begin New Programs in 4-H and Youth Development		Number of Volunteers Who Actually Institute New Programs in 4-H and Youth Development	
	Target	Actual	Target	Actual	Target	Actual
1999	5		5		4	
2000	10		10		5	
2001	15		15		7	
2002	25		25		12	
2003	35		35		15	
2004	40		40		20	

DATA COLLECTION METHODOLOGY

Data will be collected using surveys, telephone logs, and actual number of programs.

Performance Goal 11

The 4-H Club members will participant in the UDC/CES LifeSmarts Program.

Indicator 2

The number of youth who participate in the UDC/CES LifeSmarts Program annually.

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Year	Number of 4-H Youth Who Participates in the LifeSmarts Program	
	Target	Actual
1999	25	
2000	100	
2001	150	
2002	175	
2003	200	
2004	225	

DATA COLLECTION METHODOLOGY

Attendance sheets, enrollment forms.

Performance Goal 12

To annually increase the incidence of strong families, District youth will participate in UDC/CES 4-H and Youth Development Program.

Indicator 2

The total number of persons completing non-formal education programs on youth development, the number of these persons who plan to adopt one or more youth development principles, behaviors, or practices, and the total number of these persons who actually adopt one or more youth development principles, behaviors, or practices within six months after completing one or more of these programs.

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Year	Number of Persons Completing Programs		Number of Who Plan to Adopt Principles, etc		Number of Actually Adopt Principles	
	Target	Actual	Target	Actual	Target	Actual
Baseline	24,000					
1999	24,047		24,047		22,000	
2000	28,000		28,000		26,000	
2001	29,000		29,000		27,000	
2002	30,000		30,000		28,500	
2003	33,000		33,000		31,000	
2004	34,000		34,00		32,500	

DATA COLLECTION METHODOLOGY

Enrollment forms, attendance sheets.

ALLOCATION RESOURCES

ESTIMATED FTE COMMITMENT

Extension FTEs

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999	2.30			.80		
2000	2.30			.80		
2001	2.30			.80		
2002	2.30			.80		
2003	2.30			.80		
2004	2.30			.80		

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FTEs to be hired

Program Cost

Extension

Year	Federal	State	Local	Other
1999	137498	100429		
2000	137498	100429		
2001	137498	100429		
2002	137498	100429		
2003	137498	100429		
2004	137498	100429		

ESTIMATED VOLUNTEER PARTICIPATION

Extension

Year	Number of Volunteers
1999	130
2000	260
2001	360
2002	450
2003	500
2004	550

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GOAL 5: TO ENHANCE ECONOMIC OPPORTUNITIES AND THE QUALITY OF LIFE AMONG FAMILIES AND COMMUNITIES

EXTENSION PROGRAM: Community Economic Development

Statement of Issue(s):

The University of the District of Columbia, Office of Community Outreach and Extension Services, offers through its Cooperative Extension Service a Community Economic Development Program. The purpose of this program is to improve the economic well-being of District residents, their families and communities through business and economic development. The University, through the Cooperative Extension Service, is well positioned to insure that District residents receive the critical information, skills and support services needed to successfully address obstacles to improving the quality of their lives, to becoming involved in lifelong learning, and to becoming competitive in the world marketplace.

At the Federal level, collective/cooperative agreements between Federal agencies in response to new legislative mandates have required all states receiving Federal funds to meet new guidelines for addressing the critical issues of Health, Welfare, and Employment Competitiveness.

In 1994, the Federal Government designated the District of Columbia as an Enterprise Community (EC). The District received a one-time \$2.9 million grant to provide residents with the resources and training to assist individuals and families in achieving upward mobility. Enterprise Communities are divided into three distinct areas comprised of Target Area Groups (TAGs) that are identified by geographic locations as follows:

Target Area Group 1: NORTHEAST/NORTHWEST, is located in Ward 1 (Census Tracts 28.2, 35, and 36); Ward 2 (Census Tracts 47, 48.1, 49.2 and 58); Ward 5 (Census Tracts 88.3, and 91.2); and Ward 8 (Census Tract 86).

Target Area Group 2: MARSHALL HEIGHTS, is located in Ward 7 (Census Tracts 78.4, 78.8 and 99.4); and

Target Area Group 3: SOUTHEAST/SOUTHWEST, is located in Ward 2 (Census Tract 64.1); Ward 6 (census tracts 72 and 75.3); and Ward 8 (Census Tracts 73.4, 74.1, 74.4, and 74.6).

The Taxpayer Relief Act (TRA) was passed by Congress in August 1977. Under this legislation, the District of Columbia was designated as an Enterprise Zone (EZ). Businesses that expand or locate in EZ-designated areas receive significant financial benefits and tax incentives

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under the TRA. The twenty census tracts comprising the EC are also located in the EZ. This allows the Enterprise Community to share the same benefits as the Enterprise Zones.

Effective January 1, 1998, in accordance with the Department of Treasury Publication 954, areas in Washington, DC, including the Enterprise Zone, are treated as an Empowerment Zones. This designation will remain in effect until January 1, 2002.

As a consolidated Enterprise Community/Enterprise Zone/Empowerment Zone designee, the District of Columbia receives program benefits and tax incentives for businesses located in one of the 65 Enterprise Zone Census Tracts, with poverty levels of 20% or more, include the following benefits and incentives:

- ◆ up to \$15 million in tax exempt bond finance for private development projects and public infrastructure improvements;
- ◆ industrial revenue bonds and tax increment financing available under local authority; up to \$20,000 per year special expending allowance for certain depreciable business equipment placed in service between January 1, 1998 and December 31, 2002;
- ◆ up to \$3000 per year employment tax credits through year 2002 for businesses located in the Enterprise Community/Zones (EC/Zs) that hire indigenous residents;
- ◆ up to \$2400 work opportunity tax credit during the first year of employment for employees certified by the Department of Employment Services;
- ◆ up to \$5000 in federal tax credits for first-time home buyers or buyers who did not own a home during the previous one-year period; zero capital gains tax for business investments held for at least five years in areas with at least a 10% poverty rate; and up to \$15 million of tax exempt EZ bond financing may be used specifically for educational capital projects and academic programs located in the EC/Z and sponsored or approved by the DC Public System under the Qualified Zone Academy Bonds (QZAB) provision of the TRA. In addition, under special conditions, tax credits may be claimed for charitable donations to elementary and secondary schools of software, computer or peripheral equipment and fiber optic cabling.

In response to the new community empowerment designation in 1994, the District of Columbia Government's Department of Housing and Community Development (DHCD), through its fiscal year task force process, established a new format for the awarding of funds in order to more effectively allocate entitlement funds based on community priorities starting in 1998.

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Based upon the Enterprise Community/Enterprise Zone/Empowerment Zone designation, the District of Columbia government has developed 6 strategic development areas, including:

- East of the River
- New York Avenue
- U Street/Columbia Heights
- H Street
- South Capital Street/Southwest
- Georgia Avenue/7th Street

Each area task force was assigned a DHCD technical staff facilitator and a consultant from the professional community. Through these task force areas DC residents, business persons, and non-profit organizations are invited to identify housing and community development needs, to propose projects, as well as to assist in final project selections.

Every six (6) months, the task forces implement a five-stage DHCD funding process, which includes intake, selection, approval, funding and monitoring of project activity. Interested residents, businesses, and non-profits are asked to submit a written proposal which details the Who, What, Where, When, How, and Why for the projects in their areas. In ranking proposals, the Government gives greater weight to projects which have higher leverage, feasibility, visibility, and meets geographic targets.

In conjunction with the second round of funding which began in January 1999, the new mayor of the District of Columbia Government, Anthony Williams, proposed in his Citizens' Plan for Prosperity in the 21st Century, eleven action steps to improve economic opportunity. They were:

- Involve University in supporting Economic Development
- Expand the marketing centers to retain and attract firms
- Increase capital availability for Community-Based business
- Establish the workforce investment board as a clearing house
- Focus business activity near Neighborhood Metro stations
- Create business improvement Districts for Neighborhoods
- Rebuild East of the River with major stores and home ownership
- Invest in Georgia Avenue to grow jobs and improve communities
- Use the Empowerment Zone to increase Community investment
- Increase support for Community Development Organizations
- Implement the citywide Economic Development and Corporation

In addition, with the passage of the Federal Welfare Reform Legislation in 1996, Washington, DC., like other communities around the country, was suddenly faced with the challenge

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of moving large numbers of families from Welfare to Work within two years. The Welfare to Work Partnership Commission was set up in conjunction with DHCD, the Small Business Administration (SBA), and the Department of Human Services (DHS), and is administered through the DC Department of Employment Services.

Their mission is to:

- ◆ Train, place in jobs, and provide job retention support for welfare recipients transitioning from welfare to full-time employment;
- ◆ Provide funding for local workforce development organizations to train welfare recipients in a manner that is tightly aligned with current market needs;
- ◆ Recruit businesses to hire trained graduates and provide those businesses with services that will facilitate such hiring;
- ◆ Assist businesses in creating their own in-house training and hiring programs; and
- ◆ Standardize Best Practices in the realms of training, placement and retention service for transitioning individuals from welfare to work.

While the picture of resources and support for improving the quality of life for District residents, especially African Americans, that comprise the twenty targeted Enterprise/Empowerment Zone areas, looks positive, a 1999 SBA report entitled "Minorities In Business" paints another picture.

This report revealed that minority-owned businesses are a fast-growing segment of the US economy. By 1997, there were an estimated 3.25 million minority-owned businesses in the United States, generating \$495 billion in revenues, and employing nearly 4 million workers. From 1987 to 1997, the number of minority-owned businesses increased 168 percent, while revenues grew twice as fast -- 343 percent -- and employment climbed even faster -- 362 percent.

The SBA report looks at businesses owned by Blacks, Hispanics, and Asians. It found that business activity varies substantially among minority groups. Hispanic-owned businesses were the most numerous minority-owned enterprises by 1997, accounting for 1.4 million of the 3.25 million total, followed by Asian-owned businesses (1.1 million) and Black-owned businesses (880,000). The number of Hispanic-owned businesses increased more rapidly in 1987-97 than did other types of minority-owned businesses: the Hispanic growth rate was 232 percent, compared with 180 percent for Asian-owned businesses, 108 percent for Black-owned businesses, and 168 percent for all minority-owned businesses.

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Hispanics are defined by the Census Bureau as persons of Cuban, Mexican, Puerto Rican, Latin American, European Spanish, or other Spanish-speaking origin or ancestry. The term "Asians" as used in this report also includes Aleuts, Eskimos, and American Indians, as well as Asian Indians, Chinese, Japanese, Koreans, Vietnamese, Filipinos, Hawaiians, and other Pacific Islanders.

Hispanic is also considered to be an ethnic origin, and may be one any race. Therefore, some businesses may be classified as Hispanic-owned and also Black-owned or Asian-owned, although a business is counted as one minority-owned business even if it appears among more than one minority group. Thus, summing Hispanic, Black, and Asian numbers or percentages will produce totals that exceed 100 percent of all minority-owned business.

Hispanic and Asian immigration may account for much of the increase in the number of minority-owned businesses. Traditionally, large numbers of new settlers have initially earned their livelihoods in the United States by starting businesses. These businesses may have ties to their former countries. Indeed, both Hispanics and Asians have above-average shares of businesses that export goods or services. Although only 1.8 percent of all businesses exported in 1992, 2.5 percent of Hispanic-owned businesses did so. In contrast, there has been little Black immigration in recent decades, and less than 1 percent of Black-owned businesses exported in 1992.

Consistent with these findings, as of 1992, nearly one-half (48 percent) of the Hispanic owners and more than two-thirds (68 percent) of the Asian owners were born outside the United States. However, less than one-tenth (9 percent) of the Black owners were of that status.

Minority groups vary significantly with respect to total revenues and average revenue per business (figure 2). Although they represented just one-third of all minority-owned businesses, Asian-owned businesses accounted for a majority (\$275 billion or 56 percent) of the \$495 billion all minority-owned businesses generated in 1997. Hispanic-owned businesses accounted for 43 percent of all minority-owned businesses but they generated a smaller share (\$184 billion or 37 percent) of the revenue. Black-owned businesses represented a little over one-quarter of the businesses (27 percent) but less than one-eighth of the revenue (\$59 billion or 12 percent). The differences in revenue per business are especially striking, i.e., \$250,000 for Asian-owned businesses, \$130,000 for Hispanic-owned businesses, and \$70,000 for Black-owned businesses.

These differences widened in the 1987 -97 decade, as revenues grew (after factoring out inflation) by an estimated 464 percent for Asian-owned businesses and 417 percent for Hispanic-owned businesses but only 109 percent for Black-owned businesses. Asian-owned businesses grew the fastest individually and as a group, with the average enterprise more than doubling its revenue over the period. Hispanic-owned businesses nearly doubled their revenue per firm, but average revenues of Black-owned businesses remained almost constant after adjusting for inflation.

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In contrast to businesses with employees, self-employed individuals without employees have smaller businesses on the average, because their revenues are limited to what the owner generates. Their businesses tend to be shorter-lived as the owner tries different activities or moves between self-employment and employment. They also are less likely to use credit than businesses with employees.

There are differences among minority groups, and between minorities and others, as to what type of business they operate. For instance, about three percent of all businesses were franchises in 1992. A slightly smaller percentage of all Hispanic-owned businesses were franchises, but more than four percent of Black-owned businesses and nearly five percent of Asian-owned businesses were franchises that year.

Minorities reported less use of credit overall, and of bank credit in particular, than did all businesses in 1993. Just over three-quarters of all businesses used credit, but only two-thirds of minority businesses did, with credit usage by Black-owned businesses at 63 percent and usage by Hispanic-owned businesses at 70 percent. (Data were not broken out for other minorities.) Almost 37 percent of all businesses used bank credit but only 27 percent of Asian-owned businesses did so -- 33 percent of Hispanic-owned businesses and just 15 percent of Black-owned businesses. The data do not reveal whether these different credit patterns represented problems in securing access to credit that related specifically to being minorities, personal preferences, or differences based on size and type of business.

There are approximately 230,000 residents in the 65 targeted Enterprise Zones in the District of Columbia. Each zone has a poverty indication of twenty percent (20%) or higher. Zone residents, as well those of adjacent census tracts are experiencing enormous pressure from the massive amount of attention their areas are receiving. The city's plan to retain middle class families has met tearing down public housing, and large apartment complexes of subsidized housing and replacing it with town homes and condos. New welfare reform legislation, and business development incentives have changed the patters and environments in some communities.

Many residents are having great difficulty adjusting to and/or participating in business opportunities and community development issues due to a lack of information, skills, and limited personal resources. Even for the most able-bodied person, the new development requirements are difficult to meet. Nevertheless, they can met with guidance and technical support. The University of the District of Columbia Cooperative Extension Service can intervene at this strategic point to assist District residents meet this need for information and development.

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Through the UDC-Cooperative Extension Service's Community Economic Development Program, District residents can become more knowledgeable and skillfully prepared for the demands of business ownership, participate in community development issues, and become involved in lifelong learning. CES' program goals are:

1. To review and make available to District residents, information on effective business practices, models of business successes, and skills development assistance such that they can establish and/or improve their own business operations;
2. To provide information on leadership and organizational development and training to community non-profit advisory boards/committees, and community leaders, and
3. To provide training support in business practices for ongoing licensing and certification programs in the University's Office of Community Outreach and Extension Services, such as the Taxi Cab Training Program, which serves 7,000 D.C. cab drivers.
4. To employ the existing network of community business leadership to provide technical assistance and training support for business establishment and operation.

KEY PROGRAM COMPONENT(S)

The Community Economic Development Program will focus on the following program components:

- ◆ The Center for Cooperative Concepts (CCC)
- ◆ Collection of Information
- ◆ Information/Resource Development and Dissemination
- ◆ Seminars/Technical Assistance for Business Development
- ◆ Seminars/Technical Assistance for Leadership Development
- ◆ Seminars/Technical Assistance for Organizational Development
- ◆ Support Training for COES Certification and Licensing Programs
- ◆ Community/Organizational Networking Activities
- ◆ Advisory Council Activities
- ◆ Recruiting and Enrollment Activities

The Center for Cooperative Concepts will be provided in conjunction with the teaching of traditional business skills building seminars. This specific emphasis addresses the indication that in addition to the lack of information, skills, and resources, collective/cooperative action ranks high among reasons for limited success in communities with high poverty indicators. Training will be offered through eight DHCD Community Development Corporations. Recruitment of participants

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will be effected through the program's support network of stakeholders. A representative mix of stakeholders will serve on the program's advisory committee.

INTERNAL AND EXTERNAL LINKAGES:

Internal:

Academic Departments of Accounting, Marketing, Finance, and Computer Information, Division of Continuing Education, The Paving Access Trails for Higher Security (PATHS/TANF) Program, The Center for Applied Research & Urban Policy, and The UDC-Library Learning Resources Division.

External:

The SBA- One Stop Shop Information Center and SCORE, The D.C. Office of Business and Economic Development, The D.C. Department of Housing and Community Development, 10 Neighborhood Community Development Corporations, 37 Advisory Neighborhood Commission Chairpersons, (representing 299 commissioners and 550,000 District residents), The D.C. Chamber of Commerce, The Civic, Citizens, and Interfaith Associations, D.C. City Council Committee on Economic Development, the Re-Investment Programs at Riggs, Nations Bank, Crestar, and Chevy Chase banks, and business network organizations such as the African American Business Association.

TARGET AUDIENCES:

District residents in general including those who are interested in going into business, improving their existing business, and business expansion. These individuals will be identified through the 10 Neighborhood CDCs, 30 community agencies with community economic development programs, 37 ANC Chairpersons, and the Chairpersons of the civic, citizens and interfaith associations.

EVALUATION FRAMEWORK:

Program evaluation will involve measurement of the levels of accomplishment of program objectives to provide information and training to citizens to enhance economic development, to employ the network of business leadership to provide technical assistance and support to citizens interested in starting or improving businesses. Evaluation will also measure the accomplishment of several expected outcomes which address community economic development.

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PROGRAM DURATION:

Long term

OBJECTIVE, PERFORMANCE GOALS, AND INDICATORS

Objective 1: To increase the capacity of communities and families to enhance their own economic well-being through improved business practices.

Performance Goal 1

To review, analyze, summarize and distribute information geared to enhancing the economic well being of district residents interested home-based businesses, small in business development, improvement, and expansion..

Indicator 1

The total number of articles reviews annually on business trends, techniques, and human interest stories made available in summary forms monthly, to groups working with targeted individuals

Year	Number of Articles Reviewed Annually	
	Target	Actual
1999	25	
2000	30	
2001	40	
2002	45	
2003	50	
2004	60	

DATA COLLECTION METHODOLOGY

Washington Post and Washington Times Weekly Business Sections, Community Weekly Newspapers (6), SBA Circulars, City Council Rulings and Regulations, Civic/Citizen/Interfaith Associations Monthly Reports, Chamber of Commerce Up-dates, DHCD-Put Neighborhoods First

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Program Newsletters, The D.C. Department of Economic Development Monthly Updates, Journals, Network articles and other subject area research and textbooks.

Indicator 2

The total number of monthly summaries on business information made available to the targeted audience, through The Cooperative Extension Service's support network.

Year	Number of Monthly Summaries Sent Out to the CES Support Network	
	Target	Actual
1999	25	
2000	40	
2001	75	
2002	125	
2003	150	
2004	175	

DATA COLLECTION METHODOLOGY

Summaries Sheets and Copies of Data Collected in Indicator 1 above.

Performance Goal 2

To annually increase economic opportunities in the community through the CES-Community Economic Development Program, in which CSREES partners and cooperators play an active research, education, and extension role.

Indicator 1

The total number of external linkage groups and key individuals(stakeholders) supporting the goals, objectives and methodologies of the Cooperative Extension Service's Community Economic Development Program.

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Year	Number of Support Groups and Key Individuals Established	
	Target	Actual
1999	30	
2000	35	
2001	50	
2002	50	
2003	50	
2004	50	

DATA COLLECTION METHODOLOGY

Letters of Support, Joint Program Agreements, and Matching Fund Accounts.

Indicator 2

The total number of business persons, public officials and community leaders completing non-formal education programs on economic or enterprise development, the total number of these public officials and community leaders who plan to adopt one or more recommended practices to attract new businesses or help existing businesses, and the total number of these public officials and community leaders who actually adopt one or more recommended practices to attract new businesses or help expand existing businesses within six month after completing one or more of these programs.

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Year	Number of Officials Completing Programs		Number Who Plan to Adopt Practices		Number Who Actually Adopt Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	100		85		68	
2000	150		127		101	
2001	200		170		136	
2002	250		212		170	
2003	300		255		204	
2004	350		297		267	

DATA COLLECTION METHODOLOGY

Seminar Attendance Sheets, Pre and Post Test Survey Results, Questionnaires, Follow-up Surveys.

Indicator 3

The number of new businesses started resulting from economic development programs developed in collaboration with CSREES partners and cooperators.

Year	Number of New Businesses Started	
	Target	Actual
1999	10	
2000	15	
2001	20	
2002	25	
2003	30	
2004	35	

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DATA COLLECTION METHODOLOGY

Telephone Surveys, Network Organization Records

Indicator 4

The number of existing businesses maintaining or expanding operations from economic development programs developed in collaboration with CSREES partners and cooperators.

Year	Number of Businesses Maintaining, etc.	
	Target	Actual
1999	25	
2000	38	
2001	50	
2002	63	
2003	75	
2004	86	

DATA COLLECTION METHODOLOGY

Site Visits, Follow-up Surveys

Indicator 5

The number of jobs created by the formation of new businesses and expansion of existing businesses resulting from economic development programs developed in collaboration with CSREES partners and cooperators.

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Year	Number of Jobs Created By Businesses	
	Target	Actual
1999	45	
2000	68	
2001	90	
2002	113	
2003	135	
2004	156	

DATA COLLECTION METHODOLOGY

Quarterly follow-up evaluations on current businesses and organizations using structured instruments.

Performance Goal 3

To strengthen the capacity of community organizations, small businesses, home-based businesses, cooperatives to collaborate, network, share resources, determine best practices, and to add value to existing and future operations for the enhancement of communities.

Indicator 1

The total number of community based organizations and agencies participating in collaborative efforts; technical assistance and clustering with UDC/CES in order to add value to existing and future operations.

Indicator 6

The total number of meetings attended with stakeholders, community organizations, associations, government agencies, financial institutions, and key individuals for the purpose of gathering information on best business practices, recruiting seminar participants, soliciting support, and recruiting volunteers.

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Year	Number of Organizations and Agencies Participating in Collaborative Efforts	
	Target	Actual
1999	240	
2000	240	
2001	240	
2002	240	
2003	240	
2004	240	

DATA COLLECTION METHODOLOGY

Agendas, Mail Lists, Notices, Activity Logs, Marketing Logs, Fund raising Logs

Indicator 2

The total number of persons completing non-formal education programs on community cooperatives, the total number of these persons who plan to become active involved in one or more community cooperatives, and the total number of these persons who actually become actively involved in one or more community cooperative projects within six months after completing one or more of these programs.

Year	Number of Persons Completing Programs		Number Who Plan to Become Involved		Number Who Actually Become Involved	
	Target	Actual	Target	Actual	Target	Actual
1999	100		80		64	
2000	150		120		96	
2001	200		160		128	
2002	250		200		160	
2003	300		240		192	
2004	350		280		224	

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DATA COLLECTION METHODOLOGY:

Registration Forms, attendance reports, follow-up surveys, self-reporting.

Performance Goal 4

To annually increase the incidence of caring communities resulting from non-formal education programs in which CSREES partners and cooperators, play an active research, education, or extension role.

Indicator 1

The total number of persons completing non-formal education programs on community decision making and leadership development, the total number of these persons who plan to become actively involved in one or more community projects, and the total number of these persons who actually become actively involved in one or more community projects within six months after completing one or more of these programs.

Year	Number of Persons Completing Programs		Number Who Plan to Become Involved		Number Who Actually Become Involved	
	Target	Actual	Target	Actual	Target	Actual
1999	200		160		130	
2000	200		160		130	
2001	200		160		130	
2002	200		160		130	
2003	200		160		130	
2004	200		160		130	

DATA COLLECTION METHODOLOGY

Sign in sheets, pre/post test, and follow-up surveys

Performance Goal 5

To annually increase marketing and Fund-raising efforts to showcase and enhance UDC/CES programs and activities.

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Indicator 1

The total number of marketing efforts developed and implemented to support CES programs, the total number of marketing efforts for each unit; and the total number of marketing efforts for each program and activity.

Year	Number of Marketing Efforts/Program Completed		Number of Marketing Efforts/Program for Each Unit		Number of Marketing Efforts/Programs for Each Major Program	
	Target	Actual	Target	Actual	Target	Actual
1999	29		6		23	
2000	29		6		23	
2001	29		6		23	
2002	29		6		23	
2003	29		6		23	
2004	29		6		23	

DATA COLLECTION METHODOLOGY

Number of Marketing efforts developed, number of efforts implemented.

Indicator 2

The total number of funding activities to support UDC/CES programs.

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Year	Number of Funding Activities Development		Number of Funding Activities Implemented		Number of Funding Activities Yielding Positive Results Funds for Program Implementation	
	Target	Actual	Target	Actual	Target	Actual
1999	10		10		10	
2000	29		29		29	
2001	29		29		29	
2002	30		30		30	
2003	30		30		30	
2004	30		30		30	

DATA COLLECTION METHODOLOGY

Solicitation Records, Grant Applications/Proposals, Contact Logs.

ESTIMATED FTE COMMITMENT

Extension FTEs

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999	.50			.10		
2000	.50			.10		
2001	.50			.10		
2002	.50			.10		
2003	.50			.10		
2004	.50			.10		

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Program Cost

Extension

Year	Federal	State	Local	Other
1999	18596	13852		
2000	18596	13582		
2001	18596	13582		
2002	18596	13582		
2003	18596	13582		
2004	18596	13582		

ESTIMATED VOLUNTEER PARTICIPATION

Extension

Year	Number of Volunteers
1999	25
2000	35
2001	35
2002	45
2003	50
2004	50

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Research

Year	Number of Volunteers
1999	
2000	
2001	
2002	
2003	
2004	

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GOAL 5: TO ENHANCE ECONOMIC OPPORTUNITIES AND THE QUALITY OF LIFE AMONG FAMILIES AND COMMUNITIES.

EXTENSION PROGRAM: Leadership and Volunteer Development

Statement of Issue(s):

The Leadership and Volunteer Development program includes two major components:

- ◆ Family and Community Education (Advisory Capacity)
- ◆ Master Gardeners Volunteer Training

Family and Consumer Education

Each state land-grant institution works in an advisory capacity with the state community education organization of the National Association of Family and Community Education (NAFCE). The NAFCE originated from the Extension Home Maker's Clubs, into a community education and advocacy organization for family interests. The District of Columbia Association of Family and Community Education (DCAFCE), became the newest state affiliate in 1994. The membership of the District's state association is an outgrowth of the UDC Cooperative Extensions' former national grant funded program, the Family and Community Leadership Training Program.

The DC Family and Community Leadership program trained District residents in leadership development and public policy education, to assist them in strengthening their own communities as well as themselves. Some of the participants trained were District Advisory Neighborhood Commissioners and other community residents and leaders who became certified public policy leaders. As a requirement to receive this training, these certified public policy leaders gave back leader/advocacy opportunities to other District residents. The membership of the DCAFCE has taken the knowledge and skills they learned back to District communities at-large by providing educational opportunities for communities, leaders and residents. UDC Cooperative Extension Service, as the State Extension office provides services to the DCFCE organization through advisory assistance and support.

This program activity is carried out as support and collaboration with the members of the District of Columbia Association of Family and Community Education (DCAFCE). Upon request, UDC Extension provides workshops from its subject-matter educational program offerings and resource literature, such as parenting education and financial management issues, in addition to technical assistance with DCAFCE's leadership endeavors. These collaborative educational activities are offered in all eight wards of the District, are open to all, and are usually a part of a DCAFCE meeting agenda.

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Master Gardeners Volunteer Training

The Master Gardeners Program originated in the state of Washington in 1977. Extension agents from that region were inundated with requests for information on horticulture. The Agent's workload was being over extended with these requests. Several agents decided they needed help to meet the demands for horticultural information in the region. These agents came up with the idea to train volunteers, and to assist agents in disseminating horticultural information to clientele. This program caught on across the nation.

In 1980, agents from D.C. and Virginia Extension Service decided to implement this program in the Washington, DC and northern Virginia area. It was a joint effort in establishing the Master Gardeners Program. The Master Gardeners Program was developed to meet the increasing interest in gardening and related horticultural activities. Training volunteers to help the CES staff in community projects has been a huge success. Countless hours have been devoted to help individuals, and groups in the implementation of Integrated Pest Management (IPM) and low-input sustainable systems in the production of safe, healthy food. Volunteers help in improving the environment thereby improving the quality of life within the city.

Training has attracted persons from all walks of life eager to learn more about the natural resources and the environment, soil, water, air, plants, mold life and environmental protection.

Many residents and employees with the District are involved in horticulture, vegetable and flower gardening, ornamentals, trees, turf, lawns, golf courses and interior landscape.

Master Gardeners and volunteers help the CES in problem solving at clinics demonstrates, garden shows, telephonically, publications and site visits.

KEY PROGRAM COMPONENT(S)

Staffing

A staff member of the Family and Consumer Sciences (FCS) unit will serve as liaison and advisor to the DCAFCE.

Partnership

The partnership arrangement is between the Board of the DCAFCE, its' members and the FCS unit of the UDC Cooperative Extension Service.

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Program Assistance

The UDC CES Family and Consumer Sciences unit will serve as advisor to this association and will provide educational workshops upon request. We will also lend clerical and meeting facilities support, and membership drive and fund-raising assistance through our Community Resource Development Specialist.

Training

To recruit and train master gardeners in the basic course of horticulture (Botany, vegetable and fruits, soil and water, composting) Update information of the identification of pest and diseases, and provide solutions.

Technical Assistance

Place Master Gardeners' trainees in a variety of support roles, to provide technical assistance to community gardens.

Recruitment

To recruit professional and paraprofessional master gardeners to provide technical assistance to community gardens.

Newsletter

Develop a quarterly newsletter on the best practice in the garden, and send it out to master gardeners and the community service network. (Community Gardens and Civic association)

INTERNAL AND EXTERNAL LINKAGES:

Internal:

The various departments and units of the UDC Community Outreach and Extension Services will be collaborating with the CES Family and Consumer Science Program in supporting and promoting the strengthening of the DCAFCE, UDC Agricultural Experiment Station.

External:

The stakeholders are the District of Columbia Department of Public and Assisted Housing, Area Neighborhood Commissioners, community-based organizations, other public and private agencies.

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TARGET AUDIENCES:

The audiences are citywide adult District residents, with special emphasis on communities in economic transition in Wards 6, 7, & 8, where DCAFCE is securing funding assistance. Gardeners of the District of Columbia professional and paraprofessional Master Gardeners, individuals operating local Food Banks, and Master Gardeners Volunteers.

EVALUATION FRAMEWORK:

The evaluation framework will be the measure of accomplishment of program objectives:

- ◆ Increase in membership
- ◆ Increase in funds to provide programming needs
- ◆ Participants recruited and trained

Evaluation is to be conducted by the DCAFCE membership at-large, and the board of directors in particular. Also, the extension personnel who provide programming on behalf of FCE will use pre-post tests and self reports to assess the programs impact where appropriate.

The evaluation framework for Master Gardener Volunteer training include.

- ◆ Participant recruitment and training, registration and post course exam.
- ◆ Placement of participants trainees in community gardens: (assignment sheet, agreements and the number of clock hours service
- ◆ Placement of professional and paraprofessional in community garden settings.

PROGRAM DURATION:

Long-term, for the duration of the five-year plan of work.

OBJECTIVE, PERFORMANCE GOALS, AND INDICATORS

Objective 1: To increase the capacity of communities and families to enhance their own economic well-being.

Performance Goal 1

To annually increase the incidence of caring communities resulting from non-formal education programs in which CSREES partners and cooperators, play an active research, education or extension role.

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Indicator 1

The total number of person completing non-formal education programs on community decision making and leadership development, the total number of these persons who plan to become actively involved in one or more community projects, and the total number of these persons who actually become actively involved in one or more community projects within six months after completing one or more of these programs.

Year	Number of Officials Completing Programs		Number Who Plan to Adopt Practices		Number Who Actually Adopt Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	25		25		25	
2000	35		35		33	
2001	45		45		42	
2002	55		55		52	
2003	65		65		62	
2004	75		75		73	

DATA COLLECTION METHODOLOGY

DCAFCE Board of Directors Records, Attendance Records

Indicator 2

To annually assist in an advisory capacity to increase the membership in the District of Columbia Association of Family and Community Education (DCAFCE)

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Year	Number of New Members of DCAFCE	
	Target	Actual
1999	25	
2000	50	
2001	75	
2002	100	
2003	125	
2004	150	

DATA COLLECTION METHODOLOGY

Membership Records, Registration Forms, Attendance Records.

Indicator 3

The total number of persons completing the Master Gardeners Volunteer non-formal education programs and the total number of these persons who plan to adopt the practice by completing the 50 hours of volunteer and technical assistance support to community gardens and the total number who actually adopt the practice by completing 25 or more of the volunteer and technical assistance support to community gardens.

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Year	Number of Persons Completing Master Gardeners Program		Number Who Plan to Adopt Practices Technical Assistance Roles and New Techniques		Number Who Actually Adopt Practices by Technical Assistance Roles and New Techniques	
	Target	Actual	Target	Actual	Target	Actual
1999	29		29		27	
2000	75		75		70	
2001	100		100		85	
2002	110		110		100	
2003	120		120		110	
2004	130		130		120	

DATA COLLECTION METHODOLOGY

Attendance Records, Project Placement Records, Sheets, Final Test, Hours of Service Report Forms, Survey Questionnaires.

Indicator 4

The total number of quality newsletters of best practice and success stories in gardening produced annually.

Year	Number of Quality Newsletters Produced	
	Target	Actual
1999	4	
2000	4	
2001	4	
2002	4	
2003	4	
2004	4	

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DATA COLLECTION METHODOLOGY

Newsletter Files, Newsletter Production Records, Master Gardeners Mailing Data, Community Services Network Records, etc.

Indicator 5

The total number of newsletter in best practice and success stories in gardening distributed annually. And the number who adopt on or more practices.

Year	Total Number of newsletters		Number of Persons Adopt One or More New Practices	
	Target	Actual	Target	Actual
1999	3600		3550	
2000	3948		3900	
2001	4356		4300	
2002	4896		4850	
2003	5400		5350	
2004	6156		6100	

DATA COLLECTION METHODOLOGY

Mailing Lists, Mail Distribution Records.

ESTIMATED PROGRAM COST

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Extension

Year	Federal	State	Local	Other
1999	84246	54960		
2000	84246	54960		
2001	84246	54960		
2002	84246	54960		
2003	84246	54960		
2004	84246	54960		

ESTIMATED FTE COMMITMENT

Extension FTEs

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999	1.54			.45		
2000	1.54			.45		
2001	1.54			.45		
2002	1.54			.45		
2003	1.54			.45		
2004	1.54			.45		

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ESTIMATED VOLUNTEER PARTICIPATION

Extension

Year	Number of Volunteers
1999	25
2000	30
2001	32
2002	36
2003	38
2004	38

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**Plan of Work
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GOAL 5: TO ENHANCE ECONOMIC OPPORTUNITIES AND THE QUALITY OF LIFE AMONG FAMILIES AND COMMUNITIES

EXTENSION PROGRAM: LifeSmarts

Statement of Issue(s):

Statistical facts support the general indication that uninformed teenagers become uninformed adults, when it comes to their knowledge of consumer issues. The lack of hands-on information about real life situations, such as interest rates, the meaning of RAM (Random Access Memory), and which regulatory agency to call are just a few examples of what is taught through **LifeSmarts**. A well informed consumer generates an enriched market place and induces merchant competition resulting in lower prices.

LifeSmarts is an existing national consumer education program for youth. The Cooperative Extension Service (CES) of the University of the District of Columbia (UDC) sponsors the local **LifeSmarts** Program. **LifeSmarts** is a creative way for young people to learn about consumer and marketplace issues. By using a game show format, similar to the game shows "It's Academic and Jeopardy," **LifeSmarts** provides an opportunity for today's youth to learn:

- ◆ personal financial management
- ◆ environment and technology
- ◆ consumer rights and responsibility
- ◆ health and safety

UDC CES coordinated a city wide effort in planning a successful LifeSmarts competition which is open to all students in the grades nine (9) through twelve (12). **LifeSmarts** "the ultimate consumer challenge" is a fun way of learning about consumer and marketplace issues by using a game show format. This competition induces the youth to learn some of the basic fundamentals of personal financial management, health and safety, the environment and technology, and consumer rights and responsibilities. The competitive program fills a void that is present for those youth venturing out into the world. The program provides them with some of the tools they will need in real life.

The National Coalition for Consumer Education (NCCE) developed and is the national sponsor of this program. As we go into the new millennium, so will the **LifeSmarts** Program. Starting in FY 2000, we plan to promote consumer education to all students by catching their technological interest through **LifeSmarts** on the internet. This plan of work includes, but is not limited to developing a web site ,coordinating meetings, training sessions, providing technical and managerial support as needed.

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KEY PROGRAM COMPONENT(S)

- ◆ Staffing
- ◆ Program Advisory Alliance
- ◆ Partnership Coordination
- ◆ Media Marketing
- ◆ Coaching System
- ◆ Web site Development & Access
- ◆ Participant Eligibility Guidelines
- ◆ Resource Training Materials
- ◆ Team Selection/Eligibility
- ◆ State Competition

The D.C. **LifeSmarts** program is contingent upon the continued signed agreement with the National Coalition of Consumer Education (NCCE). The eligibility and guidelines for being a state partner with the NCCE must be followed in order to participate in this program. The new guidelines and program perimeters for FY2000 are being developed by the NCCE and State Coordinator Planning Committee and have not been solidified, but is scheduled to be completed by September.

Staffing

The Family Economics Specialist is the D.C. State Coordinator of NCCE Programs. **LifeSmarts**, the youth component of NCCE is co-chaired/coordinated by the Specialist and the part-time Extension Agent assigned to this program.

Program Advisory Alliance (Coalition)

The delivery method for this program is an agency, organization, and volunteer collaborative effort. The coordinators, with assistance from the Program Advisory Alliance (Coalition), are responsible for:

- ◆ recruiting coaches/teams
- ◆ developing an Internet connection with the NCCE
- ◆ implementing guidelines for participant usage
- ◆ communicating with the teams and assisting coaches in preparation
- ◆ providing information/resources to the teams
- ◆ ensuring proper forms are received and sent to NCCE by required date
- ◆ arranging for a facility, equipment, prizes, and media coverage
- ◆ identifying and communicating with judges, officials, and question masters
- ◆ disseminating information to the media
- ◆ communicating with NCCE
- ◆ getting others in the community involved with the program

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Partnership Coordination

Cooperative Extension Service will be the lead agency in a cooperative partnership with various departments and units of the Community Outreach and Extension Services (COES). There will be coordinated inter-unit activities in the development and planning of the **LifeSmarts** program with Continuing Education, 4-H, Water Resources, and Agriculture in the Class Room.

Media Marketing

This Program will invite one or more of the various Mass Media Services in the District of Columbia to assist in developing a media campaign towards the implementation of a successful program for District youth .

Coaching System

Coaches will be recruited by the Extension Agent with support the Coalition. Presently coaches have been recruited with the intention for them to form their own five (5) member teams. With the planned addition of the Internet enrollment of youth, the team selection may emanate from those youth who score the highest on the test from their school or organization. The team coaches organize times for studying and meeting. The coach will also supply additional study materials for their team outside of the vast resources available on the **LifeSmarts Web site**.

Web Site Development and Access

The CES will be responsible for the linkage of the National **LifeSmarts** to District access. The Districts' linkage to the Internet's world wide web connection is in the planning and development stage, which is slated to be introduced and used starting with the competition in the year 2000. This interactive web site will allow more individuals to participate, while continuing to have a face to face local/state and national competition. The drop down linkages will enable competitors to use the web for gathering information, and the face to face competitions promote the human interaction that are needed by today's youth.

Participant Eligibility Guidelines

Any District youth in the 9th through 12th grade age range. These youth do not have to come from schools alone, but can be from community groups, church groups and other youth organizations.

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Resource Training Materials

The program consists of a resource material workbook and training questions that will assist the coach and participant preparing for the local/state and national competitions. Resources from the Web and additional resources provided by the coaches can be used by the participants. Coaches can give participant research assignments, which can help them help themselves.

Team Selection/Eligibility

The selection process is being planned by the NCCE and the State Coordinator Committee and will be finalized by September 1999.

State Competition

There will be a local/state competition of a minimum of six (6) teams and a maximum of twelve (12) teams. With the onset of the Internet selection, how these teams will be selected will be finalized by September, 1999. In the past the teams were eligible if there was a coach and team signed up by our cut off date, which was in January/February.

The Coalition will coordinate all aspects in planning the competition to include the teams, leaders, judges, site, and awards. The Coalition will also raise funds to be used for the awards and help support travel to the regional/nation competition.

INTERNAL AND EXTERNAL LINKAGES:

Internal:

Various units/departments of the COES. Participating departments of the University's, such as the Department of Management and Marketing, as well as the Master of Public Administration Association.

External:

The local LifeSmarts coalition (**advisory alliance**) is a well blended cross section from the U.S. Department of Commerce, District of Columbia's Parks and Recreation D.C. Department of Employment Services, D.C. Public Schools, Local Churches, Boys and Girls Clubs, other civic organizations and the community at large.

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TARGET AUDIENCES:

The targeted audiences for this program are District of Columbia youth in the age range of 9th through 12th grade students. The local/state competition will consist of five (5) youth member teams and a coach for each team competing.

EVALUATION FRAMEWORK:

The evaluation framework will be a measure of performance standards for the program. The NCCE and State Advisory Committee has developed a pre/post test of the principles and wise consumer practices for participants in the areas of:

- personal financial management
- environment and technology
- consumer rights and responsibilities
- health and safety

A pre-test will be administered to determine their current consumer knowledge. A post-test will be used to analyze and measure the amount of consumer knowledge retained after the competitions.

Qualitative aspects of participant experiences will be surveyed. Such information will be included in the written evaluation. In former group and individual discussions participants have indicated that the LifeSmarts program has helped them demonstrate sound judgement when making consumer related decisions, such as reading a credit report, knowledge of which regulatory agency to seek for information, and answers to various health issues.

The implementation of a six month and one year follow up questionnaire is being planned for the coaches, participants, and immediate family members. The sign-in sheets and team rosters will be utilized to compile accurate numbers of participants.

PROGRAM DURATION:

Long-term. This program is on-going through this five year plan of work, contingent upon a signed agreement between UDC CES and the NCCE.

Performance Goal 1

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

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Indicator 1

The total number of persons completing the non-formal education program “**LifeSmarts**” for youth, the number of these persons who plan to adopt one or more consumer principles, behaviors, or practices, and the total number of these persons who actually adopt one or more of these principles, behaviors, or practices within six months after completing this program.

Year	Number of Persons Completing Program		Number Who Plan to Adopt Principles, etc.		Number Who Actually Adopt Principles	
	Target	Actual	Target	Actual	Target	Actual
Baseline						
1999	100		100		90	
2000	200		200		150	
2001	320		320		260	
2002	430		430		365	
2003	640		640		570	
2004	740		740		670	

DATA COLLECTION METHODOLOGY

The implementation of a six month and one year follow up questionnaire is being planned for the coaches, participants, and immediate family members. The sign-in sheets and team rosters will be utilized to compile accurate numbers of participants.

Indicator 2

The total number of persons accessing the **LifeSmarts** Web site, starting FY 2000, the total number of persons who plan to complete the study program, and the total number of persons who actually complete the study program.

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Year	Number of Persons Accessing the Web		Number Who Plan to Complete Study Program		Number of Persons Who Actually Complete Study Program	
	Target	Actual	Target	Actual	Target	Actual
1999	75		75		70	
2000	100		100		80	
2001	300		300		250	
2002	500		500		450	
2003	800		800		700	
2004	1000		1000		900	

DATA COLLECTION METHODOLOGY

Reporting of NCCE data base statistics by state and per participant for each hit on the program.

Indicator 3

The total number of **LifeSmarts** team organized and participated.

Year	Number of LifeSmarts Teams Organized and Participated	
1999	15	
2000	20	
2001	60	
2002	100	
2003	160	
2004	200	

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DATA COLLECTION METHODOLOGY

Number of enrollment forms, number of teams organized.

ALLOCATED RESOURCES

ESTIMATED COMMITMENT

Extension FTEs

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999	.90			.33		
2000	.90			.33		
2001	.90			.33		
2002	.90			.33		
2003	.90			.33		
2004	.90			.33		

Extension

Year	Federal	State	Local	Other
1999	52845	26024		3000
2000	52845	26024		3000
2001	52845	26024		3000
2002	52845	26024		3000
2003	52845	26024		3000
2004	52845	26024		3000

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GOAL 5: TO ENHANCE ECONOMIC OPPORTUNITIES AND THE QUALITY OF LIFE AMONG FAMILIES AND COMMUNITIES.

EXTENSION PROGRAM: Family Resource Management

Statement of Issue(s):

The Family Resource Management Program include two components:

- ◆ Financial Management
- ◆ Credit Education

"Supply and demand" is a major determinant in the cost and availability of goods and services. It is evident to business concerns that all humans are consumers, whether or not they make the purchases themselves. That fact is evidenced in the manner in which Marketing Specialists and advertizing agents gear their selling methods toward their audiences; of children or senior citizens, rich or poor, and black or white. Techniques are seen, for example, with the posted billboards on cigarettes and alcohol displayed in less affluent neighborhoods in the District. With sharpened consumer knowledge and skills, wise consumer decision-making has been shown to have a beneficial effect on the cost and quality of the choices consumers make.

The lack of financial literacy has also been costly to both individuals and society, for youth as well as adults. District residents' loss in dollars resulting from common financial errors, is tremendous. This includes foregone savings and investment opportunities; lives shattered by financial loss or bankruptcy; higher prices than necessary paid for goods and services; dreams and aspirations unfulfilled; marital discord and family strife; and stalled standards of living, to cite only a few.

Research documents that teenagers are major purchasers of various and diverse products and services, whether they are emancipated or dependent on parents/guardians. Specific and precise information and skill building training need to be provided to our youth to prepare them to be educated consumers. Through volunteer instructors Extension has the ability to reach teenagers across the city with peer reviewed, timely resources, such as the National Endowment for Financial Education (NEFE), "**High School Financial Planning Program**" (HSFPP).

With widespread use of the Internet, establishment of a webpage for financial management programs of the Family and Consumer Sciences unit of the Community Outreach and Extension Services will be an added encouragement for District youth, and those adults, who are computer savvy, to increase their knowledge and skills. The website sharing of information over the past years by the national Cooperative Extension's Family Economics Specialist, has helped the High

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School Financial Planning Program to grow throughout the nation. For FY2000, the FCS unit will be a part of this Web connection to afford our residents the same educational opportunities as the "information haves" population across the nation.

The UDC Cooperative Extension Service **Financial Management Programs** can help District youth and adults become more knowledgeable consumers and skilled money managers. The goal of the Financial Management Programs of UDC CES is to provide information, knowledge and skills to our clientele in basic and advanced financial management and consumer rights and responsibilities, and to help enhance the quality of life for individuals and families through more efficient management of their income and other available resources, both human and physical.

All Americans are affected by their credit history, good, bad or neutral. Credit worthiness is a major factor in the ability of consumers to qualify for basic needs, such as apartment leasing, loans of any type, and even employability; and, has an affection on the cost a consumer pays for goods and services, such as household appliances/furniture or car purchases. Credit issues have especially become a concern to many District residents who may be experiencing the effects of downsizing, furloughs, and the changes in welfare laws. UDC Cooperative Extension Service provides credit education opportunities to all residents through various programs such as the "Credit Worthiness for Home Buying", the "Credit-How To Get It, How To Keep It Good, How To Repair It!", and "Credit and Your Future" for college students.

The alarming number of Americans filing bankruptcy and those filing complaints against unfair practices by businesses have prompted action by national and local leaders. United States Senator Charles E. Schumer of New York and United States House of Representatives, John J. LaFalce of New York, held a press conference on Capital Hill on March 24, 1999, to introduce legislation protecting consumers from unscrupulous credit card practices. The Senator called for the bankruptcy debate to include credit card lending reform. Our CES Family Economics Specialist was asked to speak at this press conference to give insight into the extent of this problem on college campuses, as well as the effects it is having on seniors, low to moderate income individuals and families, and on limited knowledge consumers.

"Credit card companies have taken advantage of consumers for too long," said Schumer. "Many cardholders, especially young adults looking to build a credit history have been sucked in by low 'teaser' rates and unclear disclosures. Once they use their cards and ran up high balances they realize that the promised low rates and unlimited spending power were hollow." For these varied reasons the UDC Family Economics Specialist has developed several programs geared specifically for the target groups most affected, and provides these educational opportunities through various community and campus appropriate partnership outlets.

The goal of this program is to provide information to clientele about our nation's economic system and, to teach skills and techniques in obtaining, maintaining, and repairing their credit to be

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able to live the American dream of home ownership and/or to allow them to pay reasonable costs for the goods and services they purchase. These educational programs are collaborative efforts with self-sufficiency enhancing organizations.

KEY PROGRAM COMPONENT(S)

Staffing:

The Family Economics Specialist will have major responsibility for implementing this program with the assistance of a FCS Extension Agent and appropriate Volunteer Program Coordinators.

Partnerships:

We have established partnerships with some District non-profit organizations who are providing different levels of support. The Volunteer Program Coordinators at these community organizations will provide various levels of assistance, such as program site, participants, some resource acquisitions, team teaching and as a member of the Family and Consumer Science Advisory Committee.

The partnership agreement between UDC's COES Family and Consumer Science unit and the NEFE affords District youth the opportunity to be a part of the HSFPP, which teaches them the total financial process necessary to become educated consumers and wise financial managers. The adult financial management programs are taught through various community organizations and agencies throughout the city. Various media outlet partnerships (community newspapers, educational and cable TV), will be developed with the assistance and coordination of the Community Resource Specialist, to better enable us to provide educational training opportunities to residents throughout the city for all appropriate program offerings.

Training Workshops:

This financial management program provides resource literature, media presentations and training through several activities. A series of two to eight classes, workshops or seminars are taught to clientele on basic budgeting, values clarification, needs vs. wants, credit education, cash management, estate planning, etc. Extension provides educational program offerings and resource literature in this program through a series of training sessions, which can include skills training on--the Consumer Bill of Rights and Responsibilities; Understanding Product and Business Warranties; Product, Brand and Business Establishment Choices and Decisions; 66 Ways to Save Money; and, Shopping Tips, Skills, and Techniques. These program activities are offered in various community settings such as the Joshua House and Leland Place Transitional Living Program, Work-site Lunchtime Programs, etc., as well as UDC Campus sites. The development of a FCS quarterly

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newsletter and other mass media formats will be used to reach residents who would otherwise not attend personal contact training sessions.

A series of two to fourteen workshops and seminars are taught to clientele on credit awareness – “What is Credit, Why Do We Need Credit; Understanding Your Credit History and Credit Report; How To Deal With Credit Problems; How To Improve Your Credit Worthiness”; “Credit and Your Future”; and, “Economic Literacy–Home Buyer Education”. Those participants in the longer series are required to obtain their credit reports, etc. These programs are offered in community settings, as well as a part of Extension’s financial management training series.

INTERNAL AND EXTERNAL LINKAGES:

Internal:

Various units/department of the COES. Linkage with the College of Arts & Sciences and other appropriate schools and departments with the College to provide educational training to UDC students and faculty/staff as well as receiving support from the same. Linkages with appropriate units within the University of DC (UDC) Community Outreach and Extension Services(COES), the UDC Colleges of Business and Public Administration, and Arts and Sciences. Support and collaboration efforts with the appropriate staff of our City Council, Master of Public Administration Association.

External:

Major linkages/stakeholders are with various District non-profit agencies and organizations, such as the Capital Area Asset Building Corporation (CAAB), the Marshall Heights Community Development Organization (MHCDO), the Family Place Cultural Center, etc.; and the community at-large, including the American Bankers Association. Also with the District of Columbia Departments of Human Resources, the DC Employment Services, and the DC Public Schools; the National Endowment for Financial Education, the American Association of Retired Persons, the National Consumer League; and, various District transitional living programs, the Head Start Parent Education programs, the Security & Exchange Commission, the Department of Treasury, the IRS and other public and private agencies; as well as other businesses, consumers and society-at-large.

TARGET AUDIENCES:

Secondary school-aged youth in grades 9-12 and all District residents.

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EVALUATION FRAMEWORK:

The evaluation framework will be a measure of performance standards for the program.

- basic financial management concepts
- budget/spending plan development
- credit report request/acquisition
- development of personal goals with a plan

Pre-test will be administered to participants to determine their knowledge level to provide the appropriate training. Post-test, development of an individual or family budget/spending plan, planning for the establishment of a cash management system, and a credit history review are a part of the evaluation of this program series.

Evaluation is also done through participant's and organization's written and oral responses, where appropriate. A six to twelve month follow-up evaluation will be developed to gather data on the long-term impact of the program on the participants. Data will also be collected through attendance sheets, counseling records, and telephone contact assistance

The measurement of accomplishment of program objectives, which are credit skills and techniques in obtaining credit, maintaining good credit, and repairing credit.

PROGRAM DURATION:

Long-term. This program is on-going through this five year plan of work.

OBJECTIVE, PERFORMANCE GOALS, AND INDICATORS

Objective 1: To increase the capacity of communities and families to enhance their own economic well-being.

Performance Goal 1

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

Indicator 1

The number of persons completing non-formal financial management education programs, the number of these persons who plan to adopt one or more recommended practices to decrease

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consumer credit debt or increase savings, and the total number of these persons who actually adopt one or more recommended practices to decrease consumer credit debt or increase savings within six months after completing one or more of these programs.

Year	Number of Persons Completing Programs		Number Who Plan to Adopt Practice		Number Who Actually Adopt Practice	
	Target	Actual	Target	Actual	Target	Actual
1999	1000		1300		650	
2000	1850		1850		925	
2001	2500		2500		1250	
2002	3200		3200		1600	
2003	4000		4000		2000	
2004	5500		5500		2750	

DATA COLLECTION METHODOLOGY

Data will be collected through attendance sheets, counseling records, and telephone contact. A post test will be done to establish knowledge gained, and a follow-up instrument will be developed to ascertain practices adopted.

Indicator 2

The number of persons completing non-formal education programs on developing and maintaining a spending plan, the total number of persons who plan to adopt the spending plan and the total number of persons who actually adopt the spending plan.

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Year	Number of Participants Who Presently Have A Spending Plan		Number of Participants Who Establish A Spending Plan		Number Who Actually Adopt The Use of A Spending Plan	
	Target	Actual	Target	Actual	Target	Actual
1999	100		500		250	
2000	100		700		350	
2001	100		1000		500	
2002	100		1250		625	
2003	100		1500		750	
2004	100		1750		825	

DATA COLLECTION METHODOLOGY

Review and observation of participant plan development. A follow-up instrument will be developed to ascertain adoption practices.

Performance Goal 2

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

Indicator 1

The number of persons completing non-formal credit education programs, the number of these persons who plan to adopt one or more recommended practices to decrease consumer credit debt or increase savings, and the total number of these persons who actually adopt one or more recommended practices to decrease consumer credit debt or increase savings within six months after completing one or more of these programs.

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Year	Number of Persons Completing Programs		Number Who Plan to Adopt Practice		Number Who Actually Adopt Practice	
	Target	Actual	Target	Actual	Target	Actual
1999	4000		4000		3500	
2000	6500		6500		5750	
2001	8000		8000		7000	
2002	10500		10500		9250	
2003	13000		13000		11500	
2004	13500		13500		11750	

DATA COLLECTION METHODOLOGY

A six to twelve month follow-up evaluation will be developed to gather data on the long-term impact of the program on the participants. Data will also be collected through attendance sheets, counseling records, and telephone contact assistance.

Indicator 2

The number of persons receiving non-formal education programs on how to request credit reports, the total number of persons who plan to request credit reports, and the total number of persons who actually request credit reports.

Year	Number of Persons Requesting Their Credit Reports		Number of Persons Receiving Their Credit Reports		Number of Persons Correcting Their Credit Reports	
	Target	Actual	Target	Actual	Target	Actual
1999	50		50		35	
2000	200		200		150	
2001	400		400		300	
2002	600		600		500	
2003	700		700		600	
2004	1000		1000		750	

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DATA COLLECTION METHODOLOGY

The quantitative recording and observation of the participants' submission of their credit reports and the review of these reports and their follow-up letters to the same.

Indicator 3

The number of Consumer Resource Newsletters produced annually for District residents.

Year	Number of Consumer Resource Newsletters Produced Annually for District Residents	
	Target	Actual
1999	2	
2000	6	
2001	12	
2002	12	
2003	12	
2004	12	

Indicator 4

The total number of persons receiving non-formal education programs through Consumer Resource Newsletters, the total number of persons who plan to adopt one or more practices, and the total number of persons who actually adopt one or more practices.

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Year	Number of Persons Receiving Non-Formal Education		Number of Persons Who Plan to Adopt One or More Practices		Number of Persons Who Actually Adopt One or More Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	500		500		475	
2000	1000		1000		975	
2001	1500		1500		1450	
2002	2000		2000		1925	
2003	2500		2500		2400	
2004	3000		3000		2925	

DATA COLLECTION METHODOLOGY

Data on the number of requested/distributed newsletters, return of survey.

ESTIMATED PROGRAM COST

Extension

Year	Federal	State	Local	Other
1999	228782	167103		
2000	228782	167103		
2001	228782	167103		
2002	228782	167103		
2003	228782	167103		
2004	228782	167103		

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ESTIMATED FTE COMMITMENT

Extension FTEs

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999	4.62			1.65		
2000	4.62			1.65		
2001	4.62			1.65		
2002	4.62			1.65		
2003	4.62			1.65		
2004	4.62			1.65		

ESTIMATED VOLUNTEER PARTICIPATION

Extension

Year	Number of Volunteers
1999	40
2000	43
2001	46
2002	48
2003	50
2004	50

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GOAL 5: TO ENHANCE ECONOMIC OPPORTUNITIES AND THE QUALITY OF LIFE AMONG FAMILIES AND COMMUNITIES.

EXTENSION PROGRAM: Parenting Education

Statement of Issue(s):

Historical data indicates that parenting education has always had a place in American life. Forces driving parenting education efforts have generally been to effect empowerment of parents. Kagan (1995) suggests that the stresses associated with parenting in the 1990's have played havoc with family relationships, to the extent that the amount and quality of parenting education afforded parents leaves much to be desired. Likewise, the ever changing District of Columbia workplace, as well as changes in the welfare system, puts families in positions where they are constantly struggling to stay financially afloat, making time and attention to parenting an even more challenging goal. However, the literature suggest that when parents are provided with adequate parent education and support, the negative impacts resulting from the normal stresses of life are lessened.

The Executive Director of the District of Columbia Office of Early Childhood Development (OECD), recently discussed the District's need for more child care providers. She pointed out that OECD currently serves 6200 children each day and has the funds to double that capacity. However, the city lacks sufficient numbers of trained and licensed child care providers. The shortage is most acute in the areas of infant care and after school care. In the meantime, there are scores of teen parents in the Temporary Aid to Needy Families (TANF) program who need child care services.

Given the requests Extension has received from community organizations such as the Family Place Cultural Center, Sojourner Neighborhood Center, and others for workshops in areas such as discipline, conflict resolution, stress management, and building family strengths, it is clear that parenting education instruction is critical to the well-being of parents in the District of Columbia. As a part of parent education, providing parents with the knowledge and skills necessary to make wise child care decisions can help them in selecting a safe, developmental environment for their children.

The Child Care Bureau, Administration for Children and Families, Administration on Children, Youth and Families, U.S. Department of Health and Human Services announced in March 1999 that the District of Columbia was selected as one of the ten states chosen to participate in the **Map to Inclusive Child Care Project for 1999**. The goal of the **Map to Inclusive Child Care Project** is designed to help the District examine child care policies and practices in the state, with the aim of making them more responsive to the needs of children with disabilities. The premise of the project is that as homes, centers, Head Start Programs, and school age care programs in our state are better able to respond to those with special needs, the quality of care for all youngsters will also

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improve. With welfare reform dramatically adding to the numbers of parents in search of appropriate child care, they believe there is no time to waste in strengthening the capacities of our child care delivery systems to provide quality inclusive care for all who need it.

Since each state sets its own priorities, this gives the District an opportunity to assemble a team of stakeholders who, with support from the national office, will determine the direction of the project. The District team will identify its strategic goals and priorities, whether in the areas of legislation, staff development, regulatory practices, interagency collaboration, or others. The national staff will support the District with ongoing technical assistance to follow through on their identified priorities.

The UDC Cooperative Extension's Family & Consumer Sciences unit has been asked to be an interagency member of the District Team, to help them set their priorities, which in turn will be of assistance to District parents and the educational opportunities they may need.

KEY PROGRAM COMPONENT(S)

- ◆ Staffing
- ◆ Partnerships
- ◆ Parenting Workshops
- ◆ Advisory Council

Staffing

An Extension Agent appropriately trained, and volunteer assistance will be provided by the program site coordinators and others.

Partnerships

We have established partnerships with the DC Department of Health and Human Services Office of Early Childhood Development and the Map to Inclusive Child Care Interagency Project. We also plan to strengthen the collaborative partnerships we have had with various community agencies and organizations involved in parent development. The partnership relationship with the UDC College of Arts and Sciences will be re-evaluated and developed to help provide the best educational services to District parents towards the well-being of their families.

Parenting Workshops

The parent education program series is delivered in a manner that facilitates diversity in individual learning styles (i.e. kinesthetic, auditory, visual, etc). Workshops will be designed to include the use of lectures, discussions, roleplay, independent or group activities and/or video presentations in the curricula.

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Program instruction is guided by (1) The Parenting on Your Own and the Working With Single-Parents Curricula; (2) the Family Information Services Curricula, and (3) The Active Parenting Today Curricula. Each workshop lasts approximately one and one-half hours.

Workshop topics include:

- ◆ Stress Management
- ◆ Time Management
- ◆ Discipline
- ◆ Conflict Resolution
- ◆ Communication
- ◆ Parents and Adolescent Children
- ◆ Health & Safety, etc.

Quarterly Child Care Education Newsletters will also be provided to the appropriate entities.

INTERNAL AND EXTERNAL LINKAGES:

Internal:

The UDC CES 4H and Youth Development, Division of Continuing Education, PATHS/TANF Program, as well as the College of Arts and Sciences, Department of Psychology and Counseling, Department of Education.

External:

Stakeholders include the DC Office of Early Childhood Education (OECD), the Map to Inclusive Child Care National Institute, the Federal & District Family Court System; the Sarah House, Mazique Parent Child Center, and other collaborating organizations and service providers in the District of Columbia.

TARGET AUDIENCES:

The audience will be all parents/guardians, including teenage parents, single, and two-parent families, with special emphasis on low-income families and adjudicated parents.

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EVALUATION FRAMEWORK:

The evaluation framework will be the measurement of accomplishment of program objectives, which are parenting skills appropriate for the age and development level of their child(ren), and the effect of techniques in:

- stress and time management
- discipline
- conflict management
- communication (parent-to-parent, child-parent, adolescent/teenage-parent)
- health and safety

PROGRAM DURATION:

Long-term. This program will be an on-going program through this five year Plan of Work.

OBJECTIVE, PERFORMANCE GOALS, AND INDICATORS

Objective 1: To increase the capacity of communities and families to enhance their own economic well-being.

Performance Goal 1

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

Indicator 1

The total number of persons completing non-formal education programs on parenting, the total number of these persons who plan to adopt one or more parenting principles, behaviors, or practices, and the total number of these persons who actually adopt one or more parenting principles, behaviors, or practices within six months after completing one or more of these programs.

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Year	Number of Persons Completing Programs		Number Who Plan to Adopt Principles, etc.		Number Who Actually Adopt Principles	
	Target	Actual	Target	Actual	Target	Actual
1999	300		300		250	
2000	500		500		475	
2001	1000		1000		950	
2002	2000		2000		1975	
2003	3500		3500		3215	
2004	5000		5000		4975	

DATA COLLECTION METHODOLOGY

Attendance records, workshop records, observation and class performance, surveys of knowledge gained, self-evaluation questionnaires.

Administration of pre- and post-tests to assess participants knowledge prior to and at the conclusion of the program. At the conclusion of the program, an evaluation instrument will be administered to participants. A six to twelve month follow-up evaluation will be developed to gather data on the long-term impact of the program on the participants. Data will also be collected through attendance sheets, counseling records, and telephone contact assistance.

Indicator 2

The total number of dependent care providers completing non-formal education programs, the total number of these dependent care providers who plan to adopt one or more new principles, behaviors, or practices, and the total number of these dependent care providers who actually adopt one or more new principles, behaviors, or practices within six months after completing one or more of these programs.

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Year	Number of Persons Completing Programs		Number Who Plan to Adopt Principles, etc.		Number Who Actually Adopt Principles	
	Target	Actual	Target	Actual	Target	Actual
1999	350		350		325	
2000	400		400		375	
2001	425		425		400	
2002	450		450		425	
2003	475		475		450	
2004	500		500		495	

DATA COLLECTION METHODOLOGY

Enrollment forms, survey instruments; return of enclosure in fact sheets; attendance sheets.

Indicator 3

The total number of child care providers requesting the quarterly Child Care Newsletters/non-formal education services on child development issues, the number of these persons who plan to use/adopt one or more child development principles, behaviors, or practices, and the total number of these persons who actually use/adopt one or more child development principles, behaviors, or practices within six months after reading/completing one or more of these programs services.

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Year	Number of Child Care Provider Requesting Child Care Newsletter/Educational Services		Number Who Plan to Use/Adopt the Information, Principles, etc.		Number Who Actually Use/Adopt Principles	
	Target	Actual	Target	Actual	Target	Actual
1999	500		500		250	
2000	800		800		400	
2001	800		800		400	
2002	800		800		400	
2003	900		900		450	
2004	1000		1000		500	

DATA COLLECTION METHODOLOGY

A quarterly evaluation survey will be developed and included in the newsletter to gather data on the usefulness of the newsletter in providing varying and diverse child development information. Quantitative data will also be collected on the number of newsletters/program services requested.

Indicator 4

The total number of people completing non-formal education programs on personal care and hygiene, the number of these persons who plan to adopt one or more of these practices, and the total number who actually adopt one or more of these practices.

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Year	Number of Persons Completing Programs		Number Who Plan to Adopt Principles, etc.		Number Who Actually Adopt Principles	
	Target	Actual	Target	Actual	Target	Actual
1999	100		100		75	
2000	300		300		275	
2001	350		350		300	
2002	400		400		350	
2003	450		450		425	
2004	500		500		475	

DATA COLLECTION METHODOLOGY

Survey instruments, pre- and post-tests enrollment forms, attendance sheets.

ALLOCATED RESOURCES

ESTIMATED FTE COMMITMENT

Extension FTEs

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999	1.24			.42		
2000	1.24			.42		
2001	1.24			.42		
2002	1.24			.42		
2003	1.24			.42		
2004	1.24			.42		

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Program Cost

Extension

Year	Federal	State	Local	Other
1999	59121	43182		
2000	59121	43182		
2001	59121	43182		
2002	59121	43182		
2003	59121	43182		
2004	59121	43182		

ESTIMATED VOLUNTEER PARTICIPATION

Extension

Year	Number of Volunteers
1999	0
2000	30
2001	30
2002	30
2003	30
2004	30

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GOAL 5: TO ENHANCE ECONOMIC OPPORTUNITIES AND THE QUALITY OF LIFE AMONG FAMILIES AND COMMUNITIES

EXTENSION PROGRAM: Energy Conservation and Home Repair

Statement of Issue(s):

A goal of the District of Columbia Government, articulated in the District of Columbia Comprehensive Plan, is the provision of adequate and affordable housing through an increase in available housing units. The District Government works closely with both for profit and not for profit private sector developers to ensure continuing housing production throughout the District. From 1990 to 1996, the Department of Consumer and Regulatory Affairs issued 286 housing permits to private developers for multifamily dwellings. Ninety-eight permits were issued for the construction of single family housing.

The District Government operates 11,790 units of public housing for low-income households meeting income requirements established by the U.S. Department of Housing and Urban Development. Of these 11,790 units, 7,623 are family units, 1,843 are for the elderly, and 2,275 are located in properties housing both family and elderly households.

The Apartment Improvement Program (AIP) was established in 1979 to provide technical and financial services to distressed, vacant or occupied properties to restore them to safe and sanitary conditions for moderate-income renters.

Since 1993, the District of Columbia Housing Finance Agency (DCHFA) has removed some of the homeownership barriers and helped thousands of District residents fulfill their goal of buying a home. The average loan amount was \$ 79,000 and the average borrower's income averaged \$36,103.

DCHFA provides HUD-approved Housing Counseling Services (HCS) to new and existing homeowners. HCS participants are advised regarding income requirements, monthly cash outlays, maintenance, etc., to better prepare first-time buyers for homeownership and to help existing homeowners avoid foreclosures.

The National Association of Home Builders estimate that more than 3,000 components are used in the construction of a house. The Consumer Price Index estimates home ownership in the District of Columbia will increase by 45% by the year 2004. With this growing number of first-time home buyers, and a growing population of retired and senior citizens homeowners, the high cost of repairs and maintenance to an older home are not always affordable on new budgets and fixed incomes.

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According to Potomac Electric Power Company, a local utility company, there has been an increase in the cost of utilities to District of Columbia residents. PEPCO's Environmental Cost Recovery Rider (ECRR) for DC residents increased from 194964 cents per kilowatt hour to 197501 cents per kilowatt hour. This change was the result of increase in the Clean Air Act portion of the ECRR. This rider provides for the recovery of a portion of the cost associated with the company's compliance with federal Clean Air Act legislation. This rate change will affect senior and moderate to low income PEPCO customers.

KEY PROGRAM COMPONENT(S)

- ◆ Working Homeowner's Program
- ◆ PEPCO Weatherization Program
- ◆ Home Repairs Program
- ◆ Energy Conservation
- ◆ Curriculum
- ◆ Advisory Group
- ◆ Linkage with Funders

Fact sheets, videos, newsletters, and hands-on workshops to assist District residents with minor home repairs and energy conservation measures. Hands-on workshops are provided at two levels, basic workshops, and advance workshops. Basic workshop topics include: toilet tank repair, leaky faucet repair, wall repair, basic tools, and basic electricity. Working Homeowner program offers advance workshops in such topics as: faucet replacement, toilet replacement, installing a garbage disposal, painting, installing door locks, and changing light fixtures.

Potomac Electric Power Company Community Conservation Program that offers free assistance to seniors and low-income customers in installing energy conservation measures in their homes. PEPCO's Community Conservation Program provides these homeowners with improvements such as caulking, weatherstripping, insulation, door sweeps, replacement windows, and home water tank wrap.

INTERNAL AND EXTERNAL LINKAGES:

Internal

Cooperative Extension Service, Community Resource Development Technical Unit, Division of Continuing Education, Institute on Gerontology, Department of Urban Affairs and Geography, and Department of Architecture, Engineering and Technology

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External

Potomac Electric Power Company Community Conservation Program, DC Energy Office, Marshall Heights Homebuyers Club , DC Housing Finance Agency, DC Housing and Urban Development, Sears, Home Depot, Duron Paint, US Vinyl, Northeastern Plumbing Company, Gifts In Kind International and Pyles Lumber.

TARGET AUDIENCES:

The audiences for the home repair and energy conservation program include all residents of the District of Columbia; PEPCO Community Conservation Program, Marshall Heights Homebuyers Club, will include first-time homeowners retired and non-retired homeowners, senior citizens and low-income homeowners, low-income homeowners, apartment renters, and owners.

EVALUATION FRAMEWORK:

Evaluation will measure participants' accomplishment of home repairs and energy conservation practices through post-tests to ascertain knowledge after lecture, hands-on participation, and demonstration. PEPCO's Community Conservation Program evaluation will be separately accomplished by PEPCO's staff.

PROGRAM DURATION:

The Home Repair and Energy Conservation Program is a long term program for the duration of the plan of work. PEPCO's Community Conservation Program is a grant funded program.

OBJECTIVE, PERFORMANCE GOALS, AND INDICATORS

Objective 1: To increase the capacity of communities and families to enhance their own economic well-being.

Performance Goal 1

To annually increase the research and knowledge-base available from CSREES partners and cooperators on the economic well-being of communities and their citizens.

The total number of individuals including homeowners, apartment owners or renters who will complete non-formal education programs on basic home repair , the total number of these homeowners apartment owners or renters who plan to adopt one or more recommended practices in basic home repair, and the total number of these homeowners, apartment owners or renters who

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actually adopt one or more recommended practices in basic home repair within six months after completing one or more topics.

Year	Number of Persons Completing Programs		Number Who Plan to Adopt Principles, etc.		Number Who Actually Adopt Principles	
	Target	Actual	Target	Actual	Target	Actual
1999	2,450		2,225		2,100	
2000	2,500		2,250		2,125	
2001	2,550		2,275		2,150	
2002	2,600		2,300		2,175	
2003	2,650		2,325		2,200	
2004	2,700		2,350		2,250	

DATA COLLECTION METHODOLOGY

Enrollment Forms, Registration Forms; Class Attendance Forms, Records, Telephone Contacts; Survey Instruments.

Indicator 2

The total number of individuals including homeowners, apartment owners or renters who will complete non-formal education program on advance home repair, the total number of these homeowners, apartment owners or renters who plan to adopt one or more recommended practices in advance home repair, and the total number of these homeowners, apartment owners or renters who actually adopt one or more recommended practices in advance home repair within six months after completing one or more topics.

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Year	Number of Persons Completing Programs		Number Who Plan to Adopt Principles, etc.		Number Who Actually Adopt Principles	
	Target	Actual	Target	Actual	Target	Actual
1999	1,800		17,50		1,725	
2000	2,200		2,000		1,950	
2001	2,300		2,250		2,175	
2002	2,400		2,300		2,200	
2003	2,500		2,350		2,250	
2004	2,600		2,400		2,300	

DATA COLLECTION METHODOLOGY

Enrollment forms, registration forms, class attendance records, telephone contacts, survey instruments.

Indicator 3

The total number of households who will receive Weatherization service from PEPCO's Community Conservation Program, the total number of these households who plan to adopt one or more recommended practices from PEPCO's Community Conservation Program, and the total number of these households who actually adopt one or more recommended practices from PEPCO's Community Conservation Program.

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Year	Number of Households Receiving Services		Number of Households Adopting Practices		Number Who Actually Adopt Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	150		150		150	
2000	150		150		150	
2001	150		150		150	
2002	150		150		150	
2003	150		150		150	
2004	150		150		150	

DATA COLLECTION METHODOLOGY

Listing of households to receive service; number of households receiving services, inspections by CES staff; contractor's reports.

Indicator 4

The total number of households who will receive energy conservation information from CES through PEPCO's Community Conservation Weatherization program, the total number of these households who plan to adopt one or more recommended practices from PEPCO's Community Conservation Program, and the total number of these households who actually adopt one or more recommended practices from PEPCO's Community Conservation Program.

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Year	Number of Households Receiving Information		Number Who Plan to Adopting Practices		Number Who Actually Adopt Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	200		200		200	
2000	200		200		200	
2001	200		200		200	
2002	200		200		200	
2003	200		200		200	
2004	200		200		200	

DATA COLLECTION METHODOLOGY

Enrollment Forms, Telephone Contacts, Survey Instruments.

Performance Goal 2

To annually increase the knowledge base of individuals through research-based information on Home Repairs and Energy Conservation through the Working Homeowner’s Newsletter and information sheets annually.

Indicator 1

The number of individuals receiving the research-based information, the number who plan to adopt one or more practices, and the number who actually adopted one or more practices annually.

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Year	Number Receiving Information		Number Plan to Adopting One or More Practices		Number Actually Adopt One or More Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	8,000		7,000		6,500	
2000	10,000		8,000		7,000	
2001	11,000		10,000		8,500	
2002	12,000		11,000		9,500	
2003	14,000		12,500		11,000	
2004	16,000		14,000		11,500	

DATA COLLECTION METHODOLOGY

Mailing List, Follow-up Surveys Included in Bulletins, Returned Surveys.

ALLOCATED RESOURCES

ESTIMATED COMMITMENT

Extension FTEs

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999	1.76			.59		
2000	1.76			.59		
2001	1.76			.59		
2002	1.76			.59		
2003	1.76			.59		
2004	1.76			.59		

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Year	Federal	State	Local	Other
1999	114225	17588		32418
2000	114225	17588		32418
2001	114225	17588		32418
2002	114225	17588		32418
2003	114225	17588		32418
2004	114225	17588		32418

ESTIMATED VOLUNTEER PARTICIPATION

Extension

Year	Number of Volunteers
1999	30
2000	45
2001	48
2002	46
2003	46
2004	47

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GOAL 5: TO ENHANCE ECONOMIC OPPORTUNITIES AND THE QUALITY OF LIFE AMONG FAMILIES AND COMMUNITIES

EXTENSION PROGRAM: Healthy Indoor Air Quality

Statement of Issue(s):

All of us face a variety of risks to our health as we go about our day-to-day lives. Driving in a car, flying in planes, engaging in recreational activities, and being exposed to environmental pollutants, all pose varying degrees of risk. Some risks are simply unavoidable. Some we choose to accept because to do otherwise would restrict our ability to lead our lives the way we want, and some are risks we might decide to avoid if we had the opportunity to make informed choices.

In the last several years, a growing body of scientific evidence has indicated that the air within homes and other buildings can be more seriously polluted than the outdoor air in even the largest and most industrialized cities. Other research indicates that people spend approximately 90 percent of their time indoors. Thus, for most people, the risks to health may be greater due to exposure to air pollution indoors than outdoors. In addition, people who may be exposed to indoor air pollution for the longest periods of time are often the most susceptible to the adverse effects of indoor air pollution. Such groups include the young, the elderly and the chronically ill, especially those suffering from respiratory or cardiovascular disease.

Many homes across America are being built and remodeled tighter without considering the factors that assure fresh and healthy indoor air. The issue of indoor air quality is a growing concern to health officials and the public in general. The U.S. Environmental Protection Agency (EPA) has devoted increasing attention to this issue in recent years, inspired in part by finding that for some pollutants such as carbon monoxide, radon, lead, second handed smoke and other air hazards associated with home remodeling and household products.

KEY PROGRAM COMPONENT(S)

Indoor air quality project will educate consumers on how to improve the quality of indoor air. Newsletters, fact sheets, fliers, and workshops will provide awareness of indoor air issues relating to carbon monoxide, lead, radon, mold, and children and second-hand smoke.

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INTERNAL AND EXTERNAL LINKAGES:

Internal

Cooperative Extension Service, Community Resource Development Technical Unit, 4-H & Youth Development, Natural Resources Development, and UDC Department of Health Sciences

External:

U.S. Department of Agriculture, Cooperative State Research Education and Extension Service, U.S. Environment Protection Agency, DC Health Department, PEPCO Community Conservation Program, DC Energy Office, Montana State University, and Rutgers University Cooperative Extension Services.

TARGET AUDIENCES:

The audience for indoor air project will be the everyday consumer including all residents of the District of Columbia.

EVALUATION FRAMEWORK:

Indoor air quality program evaluation instruments constructed by USDA/CSREES and EPA will be used. It is projected that 25% of program participants will use measures that will promote healthy indoor air.

PROGRAM DURATION:

This program is long-term through this five year plan of work, if funds are available.

OBJECTIVE, PERFORMANCE GOALS, AND INDICATORS

Objective 1: To increase the capacity of communities and families to enhance the quality of their lives and their economic well-being.

Performance Goal 1

To annually increase the research and knowledge-base available from CSREES partners and cooperators on the quality of life and economic well-being of communities and their citizens by improved indoor air quality..

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Indicator 1

The total number of consumers completing non-formal education topics concerning healthy indoor air, the total number of consumers who plan to adopt one or more recommended practices relating to health indoor air, and the total number of consumers who actually adopt one or more recommended practices relating to healthy indoor air within six months after completing one or more topics.

Year	Number of Persons Completing Programs		Number Who Plan to Adopt Principles, etc.		Number Who Actually Adopt Principles	
	Target	Actual	Target	Actual	Target	Actual
1999	2,425		1,425		1,200	
2000	2,500		1,500		1,300	
2001	2,600		1,600		1,400	
2002	2,700		1,700		1,500	
2003	2,800		1,800		1,600	
2004	2,900		1,900		1,700	

DATA COLLECTION METHODOLOGY

Enrollment Forms, Survey Instruments, Daily Contact Forms.

Indicator 2

The number of individuals receiving printed materials on indoor air quality; the number who plan to adopt at least one or more practice and the number who actually adopt practices.

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Year	Number of Persons Receiving Information		Number Who Plan to Adopt One or More Practices		Number Who Actually Adopt One or More Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	6,000		5,500		3,500	
2000	8,000		6,500		4,000	
2001	10,000		8,500		4,500	
2002	12,000		10,500		6,000	
2003	14,000		12,000		6,500	
2004	16,000		14,000		7,500	

DATA COLLECTION METHODOLOGY

News Bulletins Mailed; Returned Surveys, Telephone Contacts.

ALLOCATED RESOURCES

ESTIMATED FTE COMMITMENT

Extension FTEs

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999	.84			.31		
2000	.84			.31		
2001	.84			.31		
2002	.84			.31		
2003	.84			.31		
2004	.84			.31		

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Year	Federal	State	Local	Other
1999	52549	10898		
2000	52549	10898		
2001	52549	10898		
2002	52549	10898		
2003	52549	10898		
2004	52549	10898		

ESTIMATED VOLUNTEER PARTICIPATION

Extension

Year	Number of Volunteers
1999	25
2000	30
2001	35
2002	38
2003	40
2004	42

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GOALS5: TO ENHANCE ECONOMIC OPPORTUNITIES, SOCIAL WELL-BEING AND THE QUALITY OF LIFE AMONG INDIVIDUALS, FAMILIES AND COMMUNITIES

EXTENSION PROGRAM: Criminon Education

STATEMENT OF ISSUE(S):

The University of the District of Columbia (UDC) is charged with providing quality services that help meet the educational needs of all residents in the Nation's Capital. To effectively address the issues contained in District Mayor, Anthony Williams' Action Plan, the entire community must join forces and use every avenue available to reduce criminal activity within the District. UDC Cooperative Extension Service further addresses issues put forth by the Association of 1890 Extension Administrators in their November 1998 "Extension Strategic Plan for the 21st Century," to assist individuals, families and communities to gain capability to enhance the quality of their lives. To the end of all of the issues cited above, the Criminon Education Program is designed to provide holistic counseling, education and functional skills development to assist incarcerated individuals to reestablish themselves with balance and direction once they re-enter "free society."

The Criminon Program is an attempt to provide the type of "... needed educational program that provides necessary amenities for [crime prevention] and increases the capacity of families and individuals to improve their economic and social well being." This program emphasizes a character education curriculum that promotes values, good citizenship and social skills.

The Department of Planning reported that there was a 75% rate of return among individuals in the District released from prison in 1996. Because the courses in Criminon provide orientation to the process of adapting to lifestyle changes, recidivism is reduced by at least 60% in those who complete the program.

The District is severely challenged to find ways to improve the success of halfway houses as a means of providing a transition period for individuals completing their prison terms. Currently, halfway house residents are exhibiting behaviors that indicate that they are not adjusting to life outside the institutions, e.g., violating curfews, engaging in criminal acts, and running away or disappearing before they complete the assigned time.

There is a growing national concern about what is felt to be a decline in ethical behavior and citizen participation. Crime statistics are often cited as evidence of this decline. The number one public concern in the District is crime. In the Baseline Report on Crime Fighting Efforts in the District (Booz-Allen and Hamilton, April 3, 1997), the crime situation was described as out-of-control with chronically high levels of crime, widespread fear of crime and disorder, and a

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heightened sense of risk. In 1994, drug law violations were the most common offenses for which both youths and adults were sentenced to the Correctional Complex.

The D.C. public perceived the police department to be ineffective in controlling drugs, guns and gangs and did not have confidence in the department's ability to address their concern. Officers at all levels recognized the ineffectiveness of delivering basic policing services to the community and expressed little confidence that the situation would change. Furthermore, due to these conditions, the District experienced a large exodus of citizens, which significantly decreased the tax base and consequently the city's ability to address the public's concerns.

Although conditions are far from adequate resolution, new hope has sprung up with the 1998 hiring of a new police chief, a new school superintendent, and the election of the former City Financial Manager as mayor. Citywide crime statistics in 1997 were down in every area: homicide, sexual assault, robbery, aggravated assault, burglary, theft, auto theft, and arson.

Gang activity and open air drug trade which were at an all time high, are beginning to come under some measure of control with the intervention of Concerned Black Men, an organization for advocacy and resolution. The strategies employed by this organization are similar in nature to those used in the Criminon Program, i.e., comprehensive measures to help build strong character, clarify values, promote citizenship and community involvement and develop social skills such that individuals become motivated to become contributing members of society.

There are examples from within the 1890 Extension System to support the argument that, "providing increased educational opportunities leads to increased performance." Evaluation of programs designed to develop and acquire increased self-esteem and confidence, along with basic academic readiness skills, showed overall improvements in the social and academic performance of participants. Among the suggested actions steps adopted by the Criminon Program are:

- ◆ Develop effective Character education programs that incorporate distance learning strategies.
- ◆ Plan and implement quality educational programs that strengthen skills and competence needed to develop a positive self-image.
- ◆ Conduct training for volunteer leaders.
- ◆ Create Communications tools for sharing innovations and successful programs.
- ◆ Build partnerships with community-based organizations and agencies to enhance existing educational programs to involve a broad spectrum of youth and adult audiences.
- ◆ Monitor programs to assure that they meet the needs of targeted audiences.

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KEY PROGRAM COMPONENT(S):

Communication Course: Handles the individuals' ability to face up to life and others and per testimony provides more self control and esteem than old "Anger Management Training" and in about a tenth of the time.

Learning How to Learn: Provides the participants the basics of study, grammar and dictionary use that has been so often neglected by contemporary education systems, and enables the student to comprehend and apply that which has been studied.

Way to Happiness Course: Reinforces axiomatic guidelines to successful living, integrity and respect due self, others and the environment.

How to Handle Suppression: Enables graduates to overcome the degradation and loss of control that comes about from association with those influences that would cause one to revert to crime.

How to Be Free of Drug Addiction: A component of this program both frees the participant of residual drugs in the body and helps one to remain free of addiction, one of the major causes of crime.

INTERNAL AND EXTERNAL LINKAGES:

Internal:

UDC Lorton Project, UDC After-Care Program, UDC Division of Continuing Education, and faculty at UDC.

External:

Criminon D.C., CRIMINON INTL., NARCONON INTL., D.C. Department of Corrections.

TARGET AUDIENCES:

Inmates of local correctional facilities and those either on probation or in pre-incarceration status.

EVALUATION FRAMEWORK:

Criminon will be evaluated based on measurement of overall participant level of success in completion of each program component.

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PROGRAM DURATION:

Criminon is a long-term program which is expected to exceed five years.

OBJECTIVE, PERFORMANCE GOALS, AND INDICATORS

Objective 1: To enhance environmental security through effective crime reduction measures through education, thus, increasing the capacity of families and individuals to enhanced their economic and social well-being and their quality of life.

Performance Goal 1

To annually enhance the delivery of Criminon education to inmates and others associated with the correctional system in which CREES partners and cooperators, play an active extension role..

Indicator 1

The total number of trained volunteers for delivery of the non-formal Criminon Education Program to inmates incarcerated.

Year	Number of Trained Volunteers	
	Target	Actual
1999	5	
2000	10	
2001	15	
2002	20	
2003	25	
2004	30	

DATA COLLECTION METHODOLOGY:

Training Attendance and Completion Records.

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Indicator 2

The total number of inmates completing the non-formal Criminon Education Program, the total number of these inmates who plan to adopt one or more practices, and the total number of inmates who actually adopt one or more practices.

Year	Number of Inmates Completing Program		Number of Inmates Who Plan To Adopt One or More Practices		Number of Inmates Who Actually Adopt One or More Practices	
	Target	Actual	Target	Actual	Target	Actual
1999	100		100		75	
2000	150		150		125	
2001	160		160		135	
2002	190		190		150	
2003	220		220		190	
2004	250		250		230	

DATA COLLECTION METHODOLOGY

Attendance Records, Enrollment Records, Completion Records, Surveys, Graduation Certificates.

ESTIMATED PROGRAM COST

Extension

Year	Federal	State	Local	Other
1999	24741	18071		
2000	24741	18071		
2001	24741	18071		
2002	24741	18071		

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2003	24741	18071		
2004	24741	18071		

ESTIMATED EXTENSION FTEs

Extension FTEs

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999	.45			.19		
2000	.45			.19		
2001	.45			.19		
2002	.45			.19		
2003	.45			.19		
1999	.45			.19		

VOLUNTEER PARTICIPATION

Extension

Year	Number of Volunteers
1999	5
2000	10
2001	15
2002	20
2003	25
2004	30

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GOAL 5: TO ENHANCE ECONOMIC OPPORTUNITIES AND THE QUALITY OF LIFE AMONG FAMILIES AND COMMUNITIES

EXTENSION PROGRAM: Ferebee-Hope Vocational Skills Training and Retraining

Statement of Issue(s):

Over half of public school students leaving the eight grade are at risk for becoming part of the economic underclass of the U.S. labor market. The economic underclass is characterized by unstable employment, low wages, lack of employee benefits, and lack of advancement with emotional stress that is associated with not being economically self-sufficient. Evidence that a large fraction of DC Public School (DCPS) students are at risk includes (1) high drop out rates, (2) low rates of DCPS graduates, (3) high rates of unemployment among graduates, and (4) low rates of employment in jobs that lead to a career ladder.

Special populations including disadvantaged; handicapped; limited English Proficient; foster children; and individuals participating in programs designed to eliminated sex bias) are of particular consideration within the geographical service delivery area of the Ferebee-Hope Community. The skills needed for this population to be successful in today's labor force include: (1) academic skills, (2) career planning skills, (3) work-readiness skills, (4) high-level problem - solving skills, or SCANS skills, (5) familiarity with broad occupational categories, and finally (6) job-specific skills.

Ferebee-Hope Adult Vocational Skill Training and Retraining Program draws its students largely from Ward 8, the most economically depressed area of the District of Columbia. According to the Occupational Employment Projection to the year 2005 for the District of Columbia, the occupations most available for these residents will be in the following areas:

<u>Occupations</u>	<u>2000 Projections</u>
Typists including Word Processing	8,371
Computer Programmers	3,635
Data Entry Keyers	2,307
Legal Secretaries	7,800
Child Care Workers	1,702
Janitors and Cleaners	23,381

This occupational projection explains why Ferebee-Hope Vocational Program only partially meets needs of the community. Our computer courses offering and training is most closely related to these projections.

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Another fact is that the people of Ward 8 are among the neediest in society in relation to workforce sophistication and employability, substance abuse, health issues, educational performance and attainment, and level of income as well as single parents, broken and dysfunctional families.

These societal issues are related to each other, and keys to many of the problems are education, training, skills and job. It has been proven that lack of education and skill relate to crime, poverty, unemployment, dysfunctional families and many other problems.

For example, unemployment statistics in Ward 8 were among the highest in the District in 1994, and at the same time the rate of adults without a high school diploma totaled 38.7%, the highest rate in the city.

KEY PROGRAM COMPONENT(S)

- ◆ Computer Application Classes
- ◆ Barbering Training
- ◆ Computer courses at Ferebee-Hope Vocational Skill Training and Retraining are designed to acquaint students with the Personal Computer. In the beginning of the class students are given an introduction to computers and Windows 95. Students are taught keyboarding using All the Right Type software.

The typing program introduces and reviews typing techniques, gives ample typing drills for speed and accuracy, and tests typing speed through timed writings that are automatically recorded. This allows students to keep track of their scores and progress as they practice.

Corel WordPerfect Suite 8 and Microsoft Office 97 are installed on all computers in the classroom. Microsoft Office 97 includes Word, Excel, Access and Power Point. Corel WordPerfect Suite 8 includes WordPerfect Quattro Pro, Presentation and Corel Central.

Students are trained to use the Microsoft Office 97 software package. Upon completion of Office 97 students will be able to obtain employment and compete in the work world using the related software with confidence and ease.

Microsoft Word is a word processing program designed to teach students how to create and edit documents using advanced features. Excel is a spreadsheet program used for analyzing and graphing numerical data. Access is a database program used for organizing and sorting information. Power Point is a presentation program used for creating graphic designs and visual presentations. Computer program grants a certificate upon completion of the course.

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Barbering courses are designed to prepare students for the Apprentice License Examination. Students practice in the following areas: honing, strop shaving, haircutting, massaging, facials, shape-up, scalp and hair treatments. Theory covers the anatomy of the head, disorders of the skin and scalp, bacteriology, sterilization and sanitation, and shop management. This course provides students with on-the-job experiences in a reputable barbershop with extensive training in record keeping, telephone techniques and personal relations.

INTERNAL AND EXTERNAL LINKAGES:

Internal:

UDC Adult Basic Education Program: Integration of academic and vocational program courses are an integral part of a student's activities at the Center. All students are required to take two hours of skills training practical curricula with one hour of basic skills development in math, reading, english and life skills development.

External:

DCPS Vocational Education: DC and DCPS will work in tandem to market the program and provide maximum outreach and accessibility to clients in the targeted geographic area. They will serve all eligible and registered clients irrespective of race, sex, ethnicity, handicapped status or religious preferences in line with the provisions of equal protection laws, rules and regulations.

Local Advisory Council's (LAC): The LAC of Advanced Integrative Medical Clinic; Child Protective Services; Game Plan; Mid-City Licquors; Independent Contractor; Director of Adult Education, University of the District of Columbia; University of Maryland; The American University; George Washington University; Strayer University; Trinity College; Local Churches; Local Schools; Trans Express, Inc.; Law Firm of Dr. Bor; Mid-Atlantic Dental Company, 3-Board of Directors of Ferebee-Hope Elementary School.

TARGET AUDIENCES

The thrust of this effort is to reach as wide a population of needy residents as possible, within the geographic service delivery area of the Ferebee-Hope Adult Vocational Training and Retraining Program. Generally, the program seeks to serve 150 low income, educationally and employment disadvantaged citizens of the Community. The program draws its students largely from Ward 8, the most economically depressed area of the District of Columbia. This special population is the least served educationally in the District of Columbia.

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EVALUATION FRAMEWORK:

Assessment instruments include pre-tests, post tests, theory examinations, unit tests, class participation, assigned homework, performance tests, class observations, quizzes, special projects.

Accomplishment of the following learner objectives:

- To become familiar with the hardware components of the PC
- To become familiar with the basic operating features of the WordPerfect/word processing program
- To create, revise, edit, and print documents using the microcomputer and printer
- To prepare to get certificates and licenses
- To attain job development skills and assist them in job hunting
- To become familiar with all aspects of the occupations in which job openings are projected or audible
- To apply such computer ware as spreadsheets, PC/windows, database, data entry, mouse, keyboarding, word perfect/word, and word processing
- To enhance computer literates with the main objective of providing students with an overview of computer and instruction that will allow them to enter the competitive technology labor force with confidence and experience
- To provide specific, appropriate skills that students need to survive and be employed as productive members of society
- To develop desirable work habits that will enable them to adjust to the occupational life of Barbering
- To provide students with the related knowledge and scientific information that will enable them to use these skills wisely and perform independently
- To develop the ability to perform definite skills specifically required in Barbering
- To prepare them to pass the Barbering Board Exam for their apprentice license and attain maximum skill in their profession
- To provide a comprehensive post secondary program of adult vocational and continuing education and relevant support services that address the employability needs of the target audience.

Accomplishment of the following Expected Outcomes for Learners:

Upon completion of the beginning Word Perfect the students are expected to be able to:

- State the five major hardware components of the computer.
- Start the word-perfect program.
- Exit word perfect without saving the document or saving the document.

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- Saving the document without exiting word perfect.
- Clear the screen without saving the document or exiting word perfect.
- Locate the following on the PC keyboard – function key, shift, backspace, tab, and number keypad.
- Recognize from the template how to use the various function keys.
- Enter and delete text.
- Move the cursor using several methods.
- Move through the text quickly using several methods.
- Name a document using conventional naming procedures, save it, retrieve it, and add to it.
- Access the list of files on a data disk, and determine the remaining disk space.
- Use basic formatting skills such as bold print, underscoring, italics, centering, and aligning text.
- State and use text entry and editing features.
- Search and replace text.
- Change line-formatting defaults.
- Use the block function to format, delete or move portions of text.
- Rearrange text with the mouse function.
- Use page-formatting techniques.
- Use the spell check.
- Use the basic print functions such as changing the pitch, the size or appearance to enhance documents.
- Define, start and explain the rules for putting a macro together.
- Define the terms related to the merge process.
- Create a primary and secondary file and merge the two.
- Discuss the uses and advantages of document assembly.

Upon completion of Introduction to Computer, students will be able:

- To discuss the physical parts of the Computer
- To define "software" and "hardware".
- To distinguish between "operating system software" and "application software".
- To identify and discuss the four elements in the flow of information in a computer—input, processing, output, and storage.
- To list input and output devices and how they work.
- To explain the operating system and its function.
- To describe some of the common characteristics of application software such as word processing, database, and spreadsheet.
- To list some common desktop publishing features, explain what a network is and how it works, and the different types of networks.

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Upon completion of keyboarding, the students must be able to:

- Demonstrate that they can get ready to keyboard which will include turning on the computer and bringing up the correct program.
- Demonstrate that they can key alphabetic copy with proper techniques.
- Demonstrate that they can key alphanumeric copy with an acceptable editing on the different technique elements.
- Demonstrate that they can key the symbol by touch and with good techniques.
- Demonstrate that you can key sentences containing number expressions and capitalization errors with at least 70% accuracy.
- Demonstrate that you can key east straight copy paragraph material for three minutes at a minimum rate of 25 GWAM with not more than 3 errors.

Upon completion of spreadsheet the students must be able:

- To describe a spreadsheet and its function.
- To establish a template for a spreadsheet by identifying, defining, and labeling cells, defining relationships between cells using formulas; and entering formulas.
- To enter, delete, replace, and replicate labels, formulas and data in a spreadsheet.
- To edit a spreadsheet by formatting, justifying data, modifying column with, inserting, deleting, moving rows and columns
- Store, retrieve and print a spreadsheet

The students also must be able to manage a database, i.e., to organize and definenew file structures including records, fields and data types, to determine record and field length, to perform general file management functions such as adding, deleting, updating, and modifying records, and to sort records based upon relocated fields.

Upon completion of Barbering courses the students will be able to:

- Pass the Board Exam for their apprentice license.
- Perform all practical areas of hair care independently.
- Understand the theoretical and scientific parts of hair treatment.
- Find a job in Barbering

PROGRAM DURATION:

The program is a long-term program.

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OBJECTIVE, PERFORMANCE GOALS, AND INDICATORS

Objective 1: To introduce students to the world of Computers and assist them in becoming computer literate with the main objective of providing students with an overview of computer and instruction that will allow them to enter the competitive technology labor force with confidence and experience.

Performance Goal 1

To annually increase the number of students who are able to work with computer and apply widely used computer software applications.

Indicator 1

Number of Students Enrolled in the Adult Skills Training and Retraining Program.

Year	Number of Students Enrolling in the Program	
	Target	Actual
1999	650	
2000	700	
2001	750	
2002	800	
2003	850	
2004	900	

DATA COLLECTION METHODOLOGY

Registration forms.

Indicator 2

Total Number of Students Enrolled in Keyboarding, Number of Students Completing Keyboarding, and Number of Students Adopting Keyboarding Practices.

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Year	Number of Students Enrolling in Keyboarding		Number of Students Completing Keyboarding		Number of Students Adopting Keyboarding	
	Target	Actual	Target	Actual	Target	Actual
1999	120		90		84	
2000	140		106		100	
2001	160		120		114	
2002	180		134		128	
2003	200		150		140	
2004	220		164		150	

DATA COLLECTION METHODOLOGY

Registration Form, Certificates Issued, Placement Records.

Indicator 3

Total Number of Students Enrolled in Microsoft Word 7, Number of Students Completing MSW7, and Number of Students Adopting MSW7 Practices.

Year	Number of Students Enrolling in Microsoft Word 7		Number of Students Completing Microsoft Word 7		Number of Students Adopting Microsoft Word 7	
	Target	Actual	Target	Actual	Target	Actual
1999	100		76		68	
2000	120		90		80	
2001	140		106		94	
2002	160		120		108	
2003	180		136		122	
2004	200		160		144	

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DATA COLLECTION METHODOLOGY

Certificates Issued, Registration Records, Certificates Issued, Placement Records.

Indicator 4

Total number of Students Enrolled in Microsoft Word 97, Number of Students Completing MSW97, and Number of Students Adopting MSW97 Practices.

Year	Number of Students Enrolling in Microsoft Word 97		Number of Students Completing Microsoft Word 97		Number of Students Adopting Microsoft Word 97	
	Target	Actual	Target	Actual	Target	Actual
1999						
2000	100		76		68	
2001	120		90		80	
2002	140		106		94	
2003	160		120		108	
2004	180		136		122	

DATA COLLECTION METHODOLOGY

Certificates Issued, Registration Records, Certificates Issued, Placement Records.

Indicator 5

Total Number of Students Enrolled in Excel 7, Number of Students Completing Excel 7 and Number of Students Adopting to Excel 7 Practices.

Year	Number of Students Enrolling in Excel 7		Number of Students Completing Excel 7		Number of Students Adopting Excel 7	
	Target	Actual	Target	Actual	Target	Actual
1999	30		24		20	

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2000	72		60		50	
2001	110		94		78	
2002	156		130		108	
2003	200		166		138	
2004	240		200		168	

DATA COLLECTION METHODOLOGY

Certificates Issued, Registration Records, Certificates Issued, Placement Records.

Indicator 6

Total Number of Students Enrolled in Access 7, Number of Students Completing Access 7, and Number of Students Adopting Access 7 Practices.

Year	Number of Students Enrolling in Access 7		Number of Students Completing Access 7		Number of Students Adopting Access 7	
	Target	Actual	Target	Actual	Target	Actual
1999	5		4		3	
2000	20		16		12	
2001	40		32		24	
2002	60		48		36	
2003	80		64		48	
2004	100		80		60	

DATA COLLECTION METHODOLOGY

Certificates Issued, Registration Records, Certificates Issued, Placement Records.

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Indicator 7

Number of Students Enrolled in Power Point, Number of Students Completing Power Point and Number of Students Adopting Power Point Practices.

Year	Number of Students Enrolling in Power Point		Number of Students Completing Power Point		Number of Students Adopting Power Point	
	Target	Actual	Target	Actual	Target	Actual
1999						
2000	10		8		6	
2001	20		16		12	
2002	40		32		24	
2003	70		56		42	
2004	100		80		60	

DATA COLLECTION METHODOLOGY

Certificates Issued, Registration Records, Certificates Issued, Placement Records.

Indicator 8

Number of Students Enrolled in Corel Office Suite, Number of Students Completing Corel Office Suite, and Number of Students Adopting Corel Office Suite Practices.

Year	Number of Students Enrolling in Corel Office Suite		Number of Students Completing Corel Office Suite		Number of Students Adopting Corel Office Suite	
	Target	Actual	Target	Actual	Target	Actual
1999						
2000	10		8		7	
2001	25		20		18	

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2002	40		32		28	
2003	55		44		39	
2004	70		56		49	

DATA COLLECTION METHODOLOGY

Certificates Issued, Registration Records, Certificates Issued, Placement Records.

Performance Goal 2

To annually increase the number of graduates to find jobs as a result of our training.

Indicator 1

Total Number of Students Placed In Computer Related Employment.

Year	Number of Students Placed in Computer Related Employment	
	Target	Actual
1999	60	
2000	75	
2001	100	
2002	140	
2003	180	
2004	230	

DATA COLLECTION METHODOLOGY

Placement Records.

Objective 2

To prepare students to pass Barbering Board Exam and work independently.

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Goal Performance 1

To annually increase the students' theoretical and practical knowledge of Barbering.

Indicator 1

Number of Students Enrolled in Barbering Classes, Number of Students Taking Barbering Board Exam, and Number of Students Passing Barbering Board Exam.

Year	Number of Students Receiving Barbering Classes		Number of Students Taking Barbering Board Exam		Number of Students Passing Barbering Board Exam	
	Target	Actual	Target	Actual	Target	Actual
1999	100		20		18	
2000	120		40		35	
2001	140		60		50	
2002	160		80		75	
2003	180		100		80	
2004	200		120		100	

DATA COLLECTION METHODOLOGY

Enrollment Records, Class Attendance, Performance Records, Examination Records.

Performance Goal 2

To annually increase the number of our trainees to work as barbers.

Indicator 1

Total Number of Students Attaining Employment in Barber Shops.

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Year	Number of Students Attaining Employment in Barber Shops	
	Target	Actual
1999	50	
2000	60	
2001	70	
2002	80	
2003	90	
2004	100	

DATA COLLECTION METHODOLOGY

Placement Records.

Indicator 3

Number of Students Developing Small Businesses.

Year	Number of Students Developing Small Businesses	
	Target	Actual
1999		
2000		
2001	5	
2002	10	
2003	20	
2004	40	

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DATA COLLECTION METHODOLOGY

Follow-up Survey.

Objective 3: To improve students' educational level and to help them be able to continue to study at a higher level.

Performance Goal 1

To annually increase the number of students who take and pass GED Exams and to enter colleges.

Indicator 1

Number of Students Enrolled in GED Classes, and Number of Students Completing GED Training Course.

Year	Number of Students Enrolled in GED Classes		Number of Students Completing GED Training Course	
	Target	Actual	Target	Actual
1999	400		320	
2000	450		360	
2001	500		400	
2002	550		440	
2003	600		480	
2004	650		520	

DATA COLLECTION METHODOLOGY

Registration Forms, GED Class Records.

Indicator 2

Number of Students Taking GED Exam and Number of Students Passing GED Exam.

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Year	Number of Students Taking GED Exam		Number of Students Passing GED Exam	
	Target	Actual	Target	Actual
1999	280		250	
2000	315		295	
2001	350		300	
2002	385		345	
2003	420		395	
2004	455		420	

DATA COLLECTION METHODOLOGY

UDC/GED Center Records.

Indicator 3

Number of Students Entering Postsecondary Education Programs.

Year	Number of Students Entering Postsecondary Education	
	Target	Actual
1999	50	
2000	80	
2001	110	
2002	150	
2003	190	
2004	250	

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DATA COLLECTION METHODOLOGY

Referral Records, Educational Opportunity Center Records, Follow-up Surveys.

ALLOCATED RESOURCES

ESTIMATED COMMITMENT

Extension FTEs

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999	3.40			1.10		
2000	3.40			1.10		
2001	3.40			1.10		
2002	3.40			1.10		
2003	3.40			1.10		
2004	3.40			1.10		

Extension

Year	Federal	State	Local	Other
1999	250181	129376		
2000	250181	129376		
2001	250181	129376		
2002	250181	129376		
2003	250181	129376		
2004	250181	129376		

ESTIMATED VOLUNTEER PARTICIPATION

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Extension

Year	Number of Volunteers
1999	28
2000	28
2001	28
2002	28
2003	28
2004	28

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GOAL 5: TO ENHANCE ECONOMIC OPPORTUNITIES AND THE QUALITY OF LIFE AMONG FAMILIES AND COMMUNITIES

PROGRAM: UDC Family Life Center

Statement of Issue(s):

The incidence and prevalence of violence and substance abuse, nationally and locally, continues to erode the pillars of our nation's minority families and communities. Studies have shown that substance abuse and violence are often linked and may share common risk factors. Recent years have revealed a significant increase in the number of crimes committed in the District. The impact of violence and substance abuse are equally devastating. Death, disability, fear, dysfunction, and heightened exposure to violence and substance abuse behavior are among the ways that District residents are affected by these problems.

Violence and substance abuse have penetrated environments once considered safe havens for the District's residents. Schools, the workplace and even the church are among the settings in which the intrusion of violence occurs. With respect to the more serious offenses including homicide, assault, and robberies, the District experienced a 25% increase in these types of crimes between 1986 and 1990. During the 1990 calendar year, the offense with the greatest increase in adult arrest over the past five years was homicide, which increased by 113%. In terms of juvenile arrest, auto thefts, larceny and robbery account for 74% of the juvenile level arrests. Arrest of juveniles for homicide (647) during 1990 exceeded the combined total for 1986 through 1988. Juveniles arrested on narcotics charges for sales and /or possession of drugs totaled 1086.

The Family Life Center will intervene to address these issues through the following program objectives:

- Objective 1: To continue to stabilize 15 families by providing comprehensive home-based case management, and specific substance abuse counseling and referral services weekly during the project period.
- Objective 2: To provide a comprehensive set of special activities in personal and life skills development and academic enrichment, (including weekly rites of passage programming during the school) annual family retreats (summer), 3-week summer academic enrichment program and year-round monthly parent training seminars and support groups as alternatives to violence, alcohol, and substance abuse among Family Life Center participants.
- Objective 3: To disseminate information on local community prevention services and resources in the community to FLC families, UDC students, faculty and staff on an on-going basis.

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Objective 4: To conduct a 40-hour, in school Law Related Education (LRE) & Problem Solving Curriculum with middle and high school students.

Objective 5: To conduct a 40-hour, in-school Substance Abuse Prevention Curriculum and Support Group Activity.

Objective 6: To use creative drama during the summer as a method for educating youth about violence and substance abuse prevention via a series of skits and a grand finale performance.

KEY PROGRAM COMPONENT (S)

- School and Home- Based Case Management & Referral Services
- Individual and Family Counseling
- Annual Therapeutic Family Retreat
- Parent Support Groups
- Rites of Passage Program (Girls & Boys)
- Substance Abuse Prevention Education & Group
- Law Related Education
- Creative Drama
- Summer Academic Enrichment Program

INTERNAL AND EXTERNAL LINKAGES

Internal:

- UDC Social Work Department
- UDC Psychology Department
- Division of Continuing Education
- PATHS Program

External:

- National Black Police Association
- National Hispanic Law Enforcement Officers Association
- DC Superior Court
- City-Wide Cooperative Development Corporation
- Frederick Douglass Resident Council
- Stanton Dwellings Resident Council

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- Barry Farms Resident Council
- Institute for Life Enrichment
- Washington Assessment and Therapeutic Services
- Spearmint, Inc.
- J. Hayden Junior High School
- Bell Multi-Cultural High School
- Latin American Youth Center

TARGET AUDIENCES

The target audience includes, students from select D.C. Public Schools, and their families. A demographic profile of program participants includes, male and female students between the ages of 12 and 18, their younger siblings, and their parents. A majority (approximately 75%) will be African American and approximately 25% will be Latino/Hispanic.

Fiscal Year 1999
AGE

Program Name	Under 12	12-15	16 - 18	Over 18	Total
Johnson Student & Sibling	18	93	20		131
Bell Multi-Cultural	4	3	54	1	62
Johnson Parents				21	21
Bell Parents				6	6
TOTAL	22	96	74	28	220

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GENDER

Program Name	Male	Female	Total
Johnson Student & Sibling	68	63	131
Bell Multi-Cultural	48	14	62
Johnson Parents	6	15	21
Bell Parents	1	5	21
Total	123	97	220

ETHNICITY

Program Name	Afr. Amer.	Pacific Island	Cau. White	Lat./ Hispanic	Native-Amer.	Other	Total
Johnson Student & Sibling	131						131
Bell Multi-Cultural	11			44		7	62
Johnson Parents	21			4		2	6
Bell Parents				4		2	6
TOTAL	163			48		9	220

TARGET AUDIENCES

Projection per year for FY 2000 - 2004

AGE

Program Name	Under 12	12-15	16 - 18	Over 18	Total
Johnson Parents				21	21

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Johnson Youth & Siblings	18	93	20		131
Bell Multi-Cultural			60		60
Latin Amer. Youth		5	10		15
TOTAL	18	98	90	21	227

GENDER

Program Name	Male	Female	Total
Johnson Parents	6	15	21
Johnson Youth & Siblings	68	63	131
Bell Multi-Cultural	50	10	60
Latin Amer. Youth	7	8	15
Total	131	96	227

ETHNICITY

Program Name	Afr. Amer.	Pacific Island	Cau. White	Lat./Hispanic	Native-Amer.	Other	Total
Johnson Parents	21						21
Johnson Youth & Siblings	131						131
Bell Multi-Cultural	10			50		4	60
Latin Amer. Youth	5			10			15
TOTAL	167			60		4	227

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*(Projection per year)

EVALUATION FRAMEWORK

Evaluation of the UDC Family Life Center includes, a comprehensive accounting of desired outcomes by measures and/or indicators, observed scores and amount of change experienced. Evaluation formats include Process, Distal, and Proximal Evaluations for seven program components including: Case Management and Referral, Rites of Passage, Family Therapeutic Retreat, Parent Support Group, Summer Academic Enrichment Program, Law Related Education, and Substance Abuse Prevention Education and Group.

Program components of Personnel Development, Academic Development, Family Bonding and Strengthening and Bonding, Recreational and Cultural Enrichment, and Career Development are reviewed each in relation to objective/activity, schedule (in school, after school, weekend or summer) and Specific Evaluation Instruments used (e.g., Family Environment Scale, Violence and Criminal Involvement Index, High Risk Behavior Index, Parenting Skill Assessment, School Bonding Survey, etc.).

Desired/Outcome	Measure/Indicator	Observed Scores			Amount of Change		
		Project Group Before	After		After	Before Vs After the project	
List of Desired Outcomes	Indicate the type of evidence						
Empower participants by equipping them with problem-solving skills							
Engage community in promoting safety	Participation Evaluation						

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Stabilize family, enhance positive family violence, empower families with skills to negotiate access to basic health and social service	Three dimensions of CES: relationship dimension personal growth dimension: and system dimension						
Reduction in violence and criminal incidents	VCI						
Reduction high risk behavior	HRBI						
Improvement in self esteem and sense of self as an African American youth	School bonding Survey						
Improving bonding and functioning	Family Environment Scale						
	Participants Evaluation						
Knowledge of the effects of alcohol, drug and tobacco on the body. How substances influence behavior.	Discussion Test scores						
Problem solving skills	Participation Evaluation						

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PROGRAM DURATION

Long Term

OBJECTIVES, PERFORMANCE GOALS, AND INDICATORS

Objective 1: To increase the capacity of communities and families to enhance their own economic well being.

Performance Goal 1

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

Indicator 1

The total number of persons completing non-formal education programs on violence and substance abuse prevention and life skills development, the total number of persons who plan to adopt one or more of the practices, and the total number of persons who actually adopt one or more of the practices.

Year	Number of persons completing programs		Number who plan to adopt principles, Etc.		Number who actually adopt principles	
	Target	Actual	Target	Actual	Target	Actual
Baseline	220					
1999	227		227		200	
2000	250		250		225	
2001	275		275		250	
2002	300		300		275	
2003	325		325		300	
2004	325		325		300	

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DATA COLLECTION METHODOLOGY

Pre and post test comparison, comparison groups, comparison against national norm with scores of previous individuals, attendance forms, enrollment forms, reports.

Indicator 2

The total number of persons completing non-formal education programs on problem solving techniques, the total number who plan to adopt one or more principles and the total number who actually adopt one or more principles.

Year	Number of persons completing programs		Number who plan to adopt principles, Etc.		Number who actually adopt principles	
	Target	Actual	Target	Actual	Target	Actual
Baseline	220					
1999	230		230		210	
2000	280		280		260	
2001	330		330		310	
2002	380		380		360	
2003	430		430		410	
2004	480		480		460	

DATA COLLECTION METHODOLOGY

Number of sessions, number of hours, enrollment forms, attendance sheets, pre and post test, comparison groups.

Indicator 3

The total number of individuals completing non-formal education program through the dissemination of educational information on resources and prevention programs within the community.

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Year	Number receiving education information in the community	
	Target	Actual
1999	5,000	
2000	7,000	
2001	10,000	
2002	12,000	
2003	14,000	
2004	16,000	

DATA COLLECTION METHODOLOGY

Number of pieces of information; follow-up telephone calls, survey forms return.

ESTIMATED PROGRAM COST

EXTENSION

Year	Federal	State	Local	Other
1999	162874	118964		
2000	162874	118964		
2002	162874	118964		
2002	162874	118964		
2003	162874	118964		
2004	162874	118964		

FTE COMMITMENT

Extension FTE's

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Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999	2.40			.70		
2000	2.40			.70		
2001	2.40			.70		
2002	2.40			.70		
2003	2.40			.70		
2004	2.40			.70		

ESTIMATED VOLUNTEER PARTICIPATION

Extension

Year	Number of Volunteers
1999	35
2000	40
2001	45
2002	50
2003	55
2004	60

CONTACT

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SUSTAINABLE AGRICULTURE - SMITH-LEVER 3D FUNDED ITEM

EXTENSION PROGRAM: Sustainable Agriculture

Statement of Issue(s):

Citizens of the District of Columbia and around the county are concerned about their well being, the environment, and the entire ecosystem. More are conscious about the safety of the food they eat, the water they drink and use and the air they breathe. The problem is not whether there is enough food, but whether there is abundant, affordable, safe, wholesome nutritious food available to inner city residents.

The Northeast Sustainable Agriculture Research and Education Program (NE SARE) allocates funds to the District of Columbia to train Extension and Agriculture Experiment Station (AES) staff and professionals in sustainable agriculture.

It is incumbent upon us (educators, producers, processors and those who market) to satisfy peoples' food and fiber needs while enhancing environmental quality using more low input growing techniques. By demonstrating to the non-farming audience the importance of environmentally sound practices (use of compost, biosolids, recycled wastes, predators, traps, biological, early maturing and resistant varieties of plants) many homeowners and gardeners will grow better vegetables and small fruits more abundantly.

Educating everyone on issues-water quality, pollution prevention, reduced chemicals and fertilizer use, will be incorporated within Integrated Pest Management practices.

Establishing more new markets within the city will help more northeast farmers with direct marketing of fresh produce.

OBJECTIVES, PERFORMANCE GOALS AND INDICATORS

Objective 1: To develop, transfer, and promote the adoption of efficient and sustainable sustainable agriculture, forestry, and other resource conservation policies, programs, technologies, and practices that ensure ecosystems integrity and biodiversity.

Performance Goal 1

To annually increase agricultural extension agent and producer awareness, understanding, and information, regarding the adoption of agricultural production practices that sustain and/or protect ecosystem integrity and biodiversity.

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Indicator 1

The total number of farmers with expertise in sustainable agriculture who serve as extension trainers for non-formal education programs on sustaining and protecting ecosystem integrity and biodiversity while improving the productivity of the U.S. agricultural production system.

Year	Number of Farmers Serve as Trainer	
	Target	Actual
1999	2	
2000	4	
2001	6	
2002	6	
2003	6	
2004	6	

DATA COLLECTION METHODOLOGY

Enrollment forms, attendance records, materials disseminated

Indicator 2

The total number of persons with extension and research appointments and Government Personnel (or responsibilities) completing non-formal education programs on sustaining and protecting ecosystem integrity and biodiversity while improving the productivity of the U.S. agricultural production system, the total number of these persons who plan to recommend one or more sustainable agricultural practices, and the total number of these persons who actually recommend one or more sustainable agricultural practices within six months after completing one or more of these programs.

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Year	Number Completing Programs, CES/AES		Number Who Plan to Recommend Practices CES/AES		Number Who Actually Recommend Practices CES/AES	
	Target	Actual	Target	Actual	Target	Actual
Baseline	130		66		36	
1999	24		24		16	
2000	30		30		25	
2001	36		36		28	
2002	36		36		30	
2003	36		36		32	
2004	40		40		36	

DATA COLLECTION METHODOLOGY

Indicator 3

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

Year	Number Completing Non-formal Programs		Number Who Plan to Adopt Practices		Number Who Actually Adopt Practices	
	Target	Actual	Target	Actual	Target	Actual
Baseline	400		320		226	
1999	180		180		120	
2000	1100		1100		1050	
2001	1120		1120		1060	

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2002	1175		1175		1125	
2003	2110		2110		2000	
2004	2500		2500		2250	

DATA COLLECTION METHODOLOGY

ALLOCATED RESOURCES

ESTIMATED PROGRAM COST

Extension

Year	Federal	State	Local	Other
1999	10000	10000		
2000	10000	10000		
2001	10000	10000		
2002	10000	10000		
2003	10000	10000		
2004	10000	10000		

Funding from the Northeast Sustainable Agriculture Research and Extension Program (NE SARE).

Research

Year	Federal	State	Local	Other
1999				
2000				
2001				
2002				

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2003				
2004				

Teaching

Year	Federal	State	Local	Other
1999				
2000				
2001				
2002				
2003				
2004				

ESTIMATED FTE COMMITMENT

Extension FTEs

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999	.10			0.1		
2000	.10			0.1		
2001	.10			0.1		
2002	.10			0.1		
2003	.10			0.1		
2004	.10			0.1		

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Research SY/PY/TYs

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999						
2000						
2001						
2002						
2003						
2004						

Teaching FTEs

Year	Professional			Paraprofessional		
	1862	1890	Other	1862	1890	Other
1999						
2000						
2001						
2002						
2003						
2004						

ESTIMATED VOLUNTEER PARTICIPATION

Extension

Year	Number of Volunteers
1999	30

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2000	40
2001	45
2002	48
2003	48
2004	48

Research

Year	Number of Volunteers
1999	
2000	
2001	
2002	
2003	
2004	

Teaching

Year	Number of Volunteers
1999	
2000	
2001	
2002	
2003	
2004	

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CIVIL RIGHTS PROGRAM

Equal Employment Opportunity

The University of the District of Columbia's Cooperative Extension Service and Agriculture Experiment Station has set an equal employment opportunity goal to ensure diversification in applicants and employment similar to that of the workforce of the District of Columbia. Diminishing financial resources have continued to limit plans to hire additional staff. However, CES/AES will continue to address these concerns through increased proposal writing and grant application efforts.

Grants will be developed to provide additional programs and activities as well as additional hiring, funding for training and procuring of new equipment. Related staff additions will assist CES/AES to build stronger relationships among University faculty and provide greater diversity among its staff. CES/AES will continue to hire and reward each of these candidates and employees based on merit and qualifications.

To enhance equal employment opportunity for underutilized and under-represented employees and applicants of every race, color, sex, national origin, religion, age and disability group, we will identify those underutilized and under-represented groups and make special efforts to distribute recruitment announcements in communities and places where persons from the targeted groups are located. In accordance with the Americans with Disabilities Act, appropriate accommodations will be provided for the physically challenged through program activities and at program locations throughout the system.

The primary goal of management is to achieve greater efficiency and effectiveness in extension and research programs and activities. UDC Cooperative Extension Service and Agricultural Experiment Station recognizes the importance of staff development and skills training as it relates to improving staff performance. Therefore, CES/AEs is committed to providing opportunities for employees to improve and develop via skill development programs, college credit and non-credit, coaching, mentorship and training seminars. All employees will be provided reasonable opportunity to receive training based on identified needs and/or career development without regard to race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, marital status or family status.

Staff development efforts in CES/AES will continue to seek ways to serve the most immediate needs of employees on the job through personal counseling and advisement as well as group education. Partnership with the Skills Development Institute (SDI), a training program sponsored by the District Government Center for Workforce Development in collaboration with the UDC Division of Continuing Education, will be utilized to provide employees with a wide array of

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valuable skills training opportunities that will not only empower employees but also hold them accountable.

A Staff Development and Training Committee comprised of seven staff from CES/AES has been organized and has published a Staff Development and Training Manual. This manual will inform employees about the policies and opportunities for staff development, education and training throughout the University and the U.S. Department of Agriculture system, and the responsibilities for sharing the information gained with other CES/AES employees.

Through programs operated by the Agriculture Experiment Station, recipients of services will be exposed to employment opportunities in environmental and agricultural areas. The objective of this program is to assist and enable them to obtain work in positions such as farm technicians, landscape/lawn caretakers, produce department clerks, nursery attendants, research assistants, research technicians, and horticulture technicians.

During Fiscal Year 2000 CES/AES will re-establish the Annual Training Retreat. A committee of staff members will work together to plan the retreat. Facilitators and presenters will be recruited from USDA, other land-grant institutions, leadership in the District of Columbia, etc. The retreat is expected to provide rejuvenation among CES/AES staff and reinforce a commonly held sense of direction, knowledge and understanding of the mission and scope of CES/AES programs.

Program Delivery

Cooperative Extension Service and Agricultural Experiment Station programs will be offered to all people in the District of Columbia regardless of race, national origin, gender, religion, age, disability, political beliefs, sexual orientation, marital status or family status. This statement will be displayed on all materials released to the public by CES/AES.

Program modifications to increase participation of underrepresented, at-risk, underserved, and special needs groups will include recruitment announcements for membership in advisory groups for both Extension and Research services. These announcements will be circulated in all forms of print media and by other electronic media. Program announcements will be distributed in communities and at varied locations that serve target populations, and meetings and activities will be held at locations accessible to them. Education materials will be translated into the primary language(s) and be appropriate to literacy levels of target groups served.

Participants of under-represented and target groups serving on program planning and advisory committees will also be encouraged to meet with program staff to discuss matters of concern to the groups they represent. Efforts will be made to conduct programs and research which

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directly address areas of their needs and interests, as well as provide support which mirrors their ways and traditions of addressing social and educational change in their communities.

Public Notification

The University of the District of Columbia, Cooperative Extension Service and Agricultural Experiment Station will make special efforts to increase awareness of our programs among all residents of the District of Columbia. A wide variety of advertising media will be employed to accomplish this goal.

Organizations, associations, groups and clubs with whom CES and AES interface to provide services to the community will receive written notification of our nondiscriminatory policy annually. Each entity will be required to provide assurance that they do not practice any form of discrimination on the basis of race, color, national origin, religion, gender, age or disability.

CES and AES will develop brochures that list current program offerings along with telephone numbers that can be called for additional information. Copies of the Annual Accomplishment Reports will be made available to the public. Accomplishment Reports address how critical problems facing our program participants have been resolved and photographs and graphics that demonstrate the representative diversity in culture, gender, age, race, and disability among program participants and staff. Every document that is released to the public will contain the Civil Rights disclaimer statement.

While the University has sold its Radio Station, the University's Television Station, UDC Channel 19 will be utilized to advertise Extension and Research programs. We also plan to partner with other broadcast and cable television stations along with the Washington Area Dairy Council and the District of Columbia Chapter of the American Cancer Society, to produce monthly television programs on consumer and health affairs. We will also provide press releases to local print media outlets which showcase Extension programs and activities. Twice a year, we will disseminate a mass mailing to District residents in CES/AES programs and activities.

The USDA poster, "... And Justice For All," will be prominently displayed in all offices and facilities used by Cooperative Extension Service and Agriculture Experiment Station.

Civil Rights Training

CES/AES is committed to keeping the entire staff informed about Civil Rights issues as they relate to planning, conducting and researching educational programs, activities and issues affecting the lifestyles of the citizens of the District of Columbia..

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In addition, the University of the District of Columbia, Office of Personnel, Employee Assistance/ EEO and Affirmative Action Program will conduct an orientation for new hires on Civil Rights requirements as they relate to the implementation of Extension and Research programs. Each new employee will receive an Orientation Packet containing information concerning employee rights.

The training schedule for FY 1998 - 2002 is as follows:

- 1999 - Sensitivity and Diversity/Civil Rights and EEO Laws and Regulations
- 2000 - 504 Civil Rights
- 2001 - Family Medical Leave Act
- 2002 - Sexual Harassment/Age Discrimination
- 2003 - Community Outreach
- 2004 - The Americans With Disabilities Act

On-Site Civil Rights Compliance Reviews

On-site Civil Rights Compliance Reviews are used to determine the extent to which Research and Extension programs are in compliance with Executive Orders, Department of Justice regulations enforcing nondiscrimination requirements, Departmental and Agency Regulations, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the University of the District of Columbia's Affirmative Action Plan and other applicable Civil Rights rules and regulations, to the end that no person shall, on the grounds of race, color, national origin, sex, disability or age shall be excluded from participation, be denied the benefits of, or be subject to discrimination under any Cooperative State Research, Education and Extension (CSREES) program or activity.

Beginning in FY 2000 all Extension and Research Program Units will be reviewed every two years. Each review is expected to be completed in two days. The Compliance Reviews will involve staff interviews; examination of office records: statistical data, including potential and actual participation in programs, clubs, membership and attendance records; citizen counsels; Plans of Work and Accomplishment Reports; office facilities and arrangements; staff training opportunities; and other management of the Extension/Research operations.

Elements of the Civil Rights Compliance Review will include:

- ◆ Determining if staff are familiar with the applicable Civil Rights laws, rules and regulations and instructions;

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- ◆ Determining staff knowledge of program and employment complaint procedures; and reviewing records of the receipt and/or disposition of complaints for adequacy of procedure;
- ◆ Determining the adequacy of the procedures used with staff, leaders, clientele, organizations, agencies and the general public to inform them of procedures for filing program and/or employment complaints as applicable;
- ◆ Determining the extent to which Affirmative Action Plans are available and implemented by staff;
- ◆ Reviewing written policy and procedures for informing the public of Extension's and Research's responsibilities and policies in relation to Civil Rights laws;
- ◆ Determining the distribution of personnel in programs, i.e. minority and sex.
- ◆ Reviewing written policy and procedures to assure equal access and opportunity to participate in training and professional improvement activities on a nonsegregated basis;
- ◆ Reviewing staff conference plans and proceedings, training agenda(s), training opportunity announcements, and interviewing staff members to determine the extent to which civil rights matters were included in these training sessions;
- ◆ Determining whether planning committees have balanced membership based on race, national origin, and gender of the potential clientele in the area they represent;
- ◆ Reviewing the make-up of mailing lists and determining that racial/ethnic minorities and both sexes are appropriately included;
- ◆ Determining whether office space is fully integrated; office quarters and related facilities are assigned and available to all staff on a nondiscriminatory basis; supplies, educational material, and secretarial help are available on a nondiscriminatory basis; and, office entrances and the routing of clients are such that discrimination on the basis of race, color, national origin, sex, age, or disability is not occurring;
- ◆ Determining that steps are taken to eliminate barriers to people with disabilities and meet requirement for physical accessibility of programs to mobility impaired persons;
- ◆ Determining that the ultimate beneficiaries of research in programs include minority and female group members. Collecting and reviewing data on graduate student population by race and gender.

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- ◆ Determining what research is being specifically targeted to reach and meet the needs of racial minority or female clientele.
- ◆ Determining the administrative structure currently in place to carry out the CSREES Research programs, and gain an understanding of the formal and informal lines of authority and responsibility for civil rights matters.
- ◆ Interviewing staff to determine their knowledge of program and employment compliant procedures; and review records of the receipt and/or disposition of complaints for adequacy of procedure;
- ◆ Determining the adequacy of the procedures used with staff, leaders, clientele, organizations, agencies and the general public to inform them of procedures for filing program and/or employment complaints, as applicable.
- ◆ Determining within the program area(s) what the distribution of personnel involved in CSREES-funded research between minority and other group Male and Female, is.
- ◆ Staff conferences are held periodically, including the expressed purpose of determining the status of Civil Rights implementation and compliance.
- ◆ Review written policy and procedures to assure equal access and opportunity to participate in training and professional improvement activities on a nonsegregated basis.
- ◆ Review staff conference plans and proceeding, training agenda (s), training opportunity announcements, and interview staff members to determine the extent to which civil rights matters were included in these training sessions.
- ◆ Determining whether planning committees have balanced membership based on race, national origin, and gender of the potential clientele in the area they represent,
- ◆ Reviewing instructions on the maintenance and use of mailing lists. Reviewing the make-up of mailing lists and determining that racial/ethnic minorities and both sexes are appropriately included.
- ◆ Determining that the appropriate steps are taken by responsible officials to assure that the ultimate beneficiaries and research in this program area include minority and female group members. Collecting and reviewing data on the graduate student population by race and gender.

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- ◆ Reviewing the research that is specifically targeted to reach and meet the needs of racial minority or female clientele.
- ◆ Reviewing the extent to which persons with leadership responsibility in the Civil Rights area are receiving administrative support and direction sufficient to maintain a high level of visibility for and compliance with Civil Rights laws, rules, and regulations.

POPULATION AND CLIENTELE PROJECTIONS: 1862 PROFESSIONALS

Year	White Not of Hispanic Origin	Black Not of Hispanic Origin	American Indian/ Alaskan Native	Hispanic	Asian or Pacific Islander	Male	Female
Target							
	145,014 27.1%	327,081 61.1%	998 0.2%	43,332 8.1%	17,503 3.3%	213,571 40.0%	320,357 60.0%
Actual							
1999							
2000							
2001							
2002							
2003							
2004							

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