2008 Alabama A&M University and Auburn University Combined Extension Annual Report of Accomplishments and Results

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I. Report Overview

1. Executive Summary

Welcome to *Working Knowledge*

Welcome to the 2008 edition of *Working Knowledge,* a report from the Alabama Cooperative Extension System featuring a few of our noteworthy successes in the past year. In this section you will meet Extension educators and learn how their programs are improving the lives of people throughout our state. We have chosen *Working Knowledge* as the continuing title of our annual report because we believe it best expresses what we do—what we have always done: put knowledge to work for the people we serve.Working knowledge is the essence of Extension. Our people and our programs empower Alabamians from all walks of life with practical knowledge to improve their lives and work.

Green Thumb, Caring Heart: *An urban Extension agent is using his vast knowledge of horticulture to provide positive experiences and hands-on learning to troubled youth while enhancing the botanical beauty of the Anniston area.*

Hayes Jackson has two passions in life—raising plants and helping people. He combines both passions in his day job as an Extension urban horticulture agent. He uses his encyclopedic knowledge of plants not only to enrich the social and cultural life of his community but also to broaden the scope and aspirations of a handful of disadvantaged teenage girls at the Coosa Valley Youth Attention Center in Anniston.He does it with a greenhouse built years ago by the Coosa County Extension office and local Master Gardenersto provide the girls with horticultural therapy—a way to help free them of the psychological baggage of their past. Working with a group of dedicated Master Gardeners, Jackson uses the greenhouse's resources to teach the girls horticultural skills.

The plants grown and propagated at the greenhouse by Jackson and the girls have been used to establish other demonstration gardens throughout the county—sites he uses to instruct local gardeners and nursery operators in all facets of horticulture, from alternative plant selection to xeriscaping, which is drought-resistant landscaping. Proceeds from plant sales are used to support the program.Using grants from regional nurseries and donations from the Birmingham Botanical Garden, Jackson also has traveled to remote parts of the world, finding plants that can be adapted to Alabama conditions and grown in the Anniston greenhouse. This, too, has enriched in diverse ways the lives of the girls and the wider community as well.For the girls, the trips have provided effective hands-on geography lessons. Throughout his journeys, Jackson communicates with them via e-mail, while they map his stopovers.The specimens he brings back are first quarantined, then propagated by the girls, and sold, adding to the beauty and diversity of southeastern landscapes.

Master Gardener Suzie Franklin, a long-time greenhouse volunteer, has often been amazed at the changes the project brings to the girls, many of whom initially exhibit little, if any, interest in gardening. "They start out unhappy working in the dirt and fertilizing, but before they leave, they're eager to do just about everything," Franklin says.The girls not only respect Jackson and the work he does but are also in awe of him, she says.And they have been inspired. Two of the girls have gone to the University of Georgia and Jacksonville State University to pursue degrees in horticulture-related fields.

With plants propagated at the greenhouse, Jackson has equipped the Anniston Museum of Natural History and the adjoining Berman Museum of World History with tropical, native, xeriscaped, and dry-shade gardens. His next project will involve completion of a botanical trail encompassing the campuses of both museums, which now boast one of the region's largest public plantings of hardy bananas, hardy palms, and ginger lilies. They were also the location for the regional meeting of the Southeastern Palm Society."We're now known for our gardens, and we have a lot of people who come specifically to see the gardens and adjoining grounds," says Cheryl Bragg, the Museum of Natural History's executive director. She adds that the plantings and the accompanying signage have been a great enhancement of the museum.The gardens were also one of the recommended stops on Alabama's 2004 Year of the Gardens celebration.

Jackson is someone whose avocation and vocation have intersected to form a life mission.He readily admits that even if he won the million dollar lottery, he would still be doing everything he's doing now.

Shifting Focus: *Two pecan experts are identifying new pecan varieties that can be grown farther north, away from the traditional pecan-growing areas where hurricanes and heavy commercialization are exacting a heavy toll.*

Two factors working in tandem continue to pose a tremendous strain on Alabama's pecan industry—frequent hurricanes and rapid commercial development along the Gulf Coast, the traditional focal point of the state's pecan production."There is a real threat that the [Gulf Coast] pecan industry will be swept away by urbanization," says Bill Goff, an Extension pecan specialist and Auburn University professor of horticulture. He adds that many younger Gulf Coast pecan growers may be less interested in continuing in operation following a devastating hurricane, such as Ivan, which left a wide swath of destruction in pecan orchards in 2004.

Despite these persistent threats, Goff and Doug Chapman, a regional Extension agent in north Alabama, are convinced that our state still has a major role to play in pecan production. They believe the answer lies in developing a new line of early maturing

varieties that are adapted to a shorter growing season—a factor that would allow pecans to be grown commercially in regions of the state where the twin specters of destructive storms and relentless growth are less threatening, particularly rural north Alabama. The two educators are working with researchers at the Alabama Agricultural Experiment Station and the U.S. Department of Agriculture to identify varieties best suited to north Alabama growing conditions."We've got the water, soil, and climate to grow early maturing pecans in north Alabama," says Chapman, who presented preliminary research findings at the 2008 Alabama Pecan Growers annual meeting.Whatever new varieties ultimately emerge, Chapman says he is confident that these new, early maturing varieties will especially benefit north Alabama row crop farmers, who are looking for additional sources of income.

When Babe Turns to Beast: *Two wildlife specialists are holding workshops to help farmers and landowners manage pigs gone wild—better known as feral pigs—that threaten crops and the ecological balance of Alabama forestland.*

Who but the most cold-hearted among us could resist Babe, the cuddly, plucky, enterprising piglet of 1990s movie fame who outwits death by charming its way into the hearts of its owner and fellow farm animals?For starters, farmers and landowners who are dealing with the rising numbers of "Babes" that have crossed into the wild and become beasts, putting their enterprising spunkiness to all sorts of destructive ends.Wildlife experts know them as feral pigs. Isolated only a few years ago to a handful of states, feral pigs have steadily expanded into other parts of the country. Alabama has not been spared this onslaught. The pigs, once limited only to the southwest region of the state, have expanded into virtually all of Alabama's 67 counties.

Jim Armstrong, an Extension wildlife specialist and Auburn University professor of forestry and wildlife sciences, has conducted research on the pigs in Lowndes County with funding from the Berryman Institute.But even he did not appreciate just how serious the problem had become in Alabama until fellow Extension wildlife specialist Mark Smith planned and organized the first workshop on feral pig management in what is considered ground zero—southwest Alabama. The workshop attracted some 50 participants, including farmers—a turnout that surprised Armstrong, who assisted Smith with part of the workshop training.The experience has inspired Armstrong and Smith to undertake an ambitious series of workshops next year to show farmers and landowners the best ways to reduce pig numbers. Intensive trapping and removal appear to be the most effective methods, though both Armstrong and Smith stress that despite the best efforts, feral pigs will never be eradicated from the state, only managed.

Going for the Gold: *Extension educators are working with Black Belt residents to achieve the gold standard of tourism development: securing an act of Congress designating this 19-county region as a National Heritage Area, one of only 40 in the nation.*

Like the civil rights marchers who blazed a trail through Alabama's Black Belt two generations ago, a regional coalition of educators and civic leaders have a dream.They want to showcase the Black Belt by securing an act of Congress recognizing this 19-county region as a National Heritage Area, one of only 40 in the nation."There really is a lot of history bound up in this region, and it's a story that needs to be told," says Willie Lampley, Sumter County Extension coordinator and one of several Extension educators involved in this effort.

Extension professionals helped write and secure a Rural Initiative grant that funded the inaugural meeting of the steering committee. Extension professionals in the region are also helping organize a series of town meetings to educate local residents about the long-term benefits of these efforts.Recognition as a National Heritage Area could be described as the gold standard of tourism development. While there would be no exchange of land, the National Park Service would coordinate this effort, and its universally recognized arrowhead logo would become a frequent sight along highways and byways throughout the region.With this designation, local organizers could seek private support that could be supplemented by federal funds, says Tom Chesnutt, an Extension tourism specialist who also has assisted the effort. Coalition members believe that the rising tide of tourism that will follow this designation will lift many boats, including local businesses and ultimately tax revenue. These are changes critically needed in this once thriving agricultural region, which has fallen on hard times in recent decades.Equally important, organizers are also confident that with this success will come a renewed local pride and a historic sense of place, which has always characterized life in the Black Belt.

Not Sweating the Swift Transitions: *The Successful Aging Initiative strives to spare Alabama seniors much of the stress associated with aging by providing them with proven methods to improve their emotional, physical, and financial well-being.*

In far too many cases, aging proves to be a trial by fire, a series of health- and finance-related crises that are dealt with on the fly rather than carefully thought-out in advance.Experts such as Wilma Ruffin, an Extension child and family development specialist, and attorney Kevin Crenshaw, legal consultant, describe these events as swift transitions.The purpose of the Successful Aging Initiative, developed and administered by Extension's Urban Affairs and New Nontraditional Programs in partnership with the Alabama Bureau of Geriatric Psychiatry and the University of Alabama at Birmingham's Alzheimer's Disease Center, is to ensure that older adults and their families are better informed and prepared to meet these challenges, says Ruffin.

The Successful Aging Initiative functions as a one-day, one-stop shopping event designed to provide older adults with essential information needed to manage this period of their lives.The initiative also demonstrates the importance of ministering to mind, body, and spirit and how all three are interrelated. Among the many offerings are workshops dealing with safeguarding the home, avoiding scams and frauds, and navigating through eldercare resources. The program also strives to provide older adults with a working knowledge of legal issues, such as estate planning, that are likely to affect them at this stage of their lives. In fact, Alabama Extension leads the rest of the nation in the amount of legal instruction provided through its education program,

Legal*EASE*, according to Crenshaw, who with Ruffin is a principal developer of the program.

Approximately 4,850 people have attended Successful Aging Initiative programs. This outreach marks its seventh year in 2008, the first year it has been presented throughout the state.

Keeping the Chickens Happy: *Extension economists and poultry scientists are showing poultry producers how to improve their bottom line by enhancing poultry house efficiency and, ultimately, the performance of their birds.*www.poultryhouse.com.Simpson and Donald run the site, along with Jesse Campbell, an Auburn University manager of agriculture and natural resources programs.The site is based on a simple premise—an ounce of prevention is worth a pound of cure. Most poultry houses were constructed at a time when propane costs were only about 40 or 50 cents a gallon. This is not the case today, when costs compare with gasoline prices.Growers can't build newer, more energy efficient houses, but they can retrofit their houses to restore lost efficiency and, in turn, reduce operating costs. The Web site not only helps growers troubleshoot problems associated with day-to-day poultry production but also offers retrofitting solutions for rendering these operations more cost effective. Already cited as a premier source of poultry house information, the Web site generates traffic from all over the world—70 percent from U.S. poultry-growing states and close to 30 percent from other countries.

Among poultry producers, life has become an unrelenting efficiency audit—a daily walk through their farming operations to ensure that each facet is running at peak efficiency.If some area of the poultry operation isn't working at optimal efficiency, chances are the birds aren't either. In a manner of speaking, if the chicks aren't happy, neither is the poultry farmer.The challenge for poultry growers is the mind-boggling number of things in a house that could go wrong and contribute to reduced efficiency. This includes everything from leaking drinking water systems to faulty tensions in the house fans, according to Gene Simpson, an Extension economist and Auburn University professor of agricultural economics. And that is why he and his colleague, Extension biosystems engineer Jim Donald, developed

But poultry house efficiency is only one challenge among many. Bedding materials are becoming increasingly scarce and even unavailable in some cases—an especially scary scenario to growers. These materials, which are basic necessities of poultry production, occasionally must be cleaned out and replaced with new bedding to reduce the risk of disease outbreaks.A big focus of the Alabama Extension poultry team has been helping growers make optimal use of existing bedding and identifying new bedding materials when conventional sources are unavailable, according to Joseph Hess, an Extension poultry scientist and Auburn University professor of poultry science.One approach involves windrow composting in which growers compost their bedding materials, much as a gardener composts kitchen and yard refuse. The heating effect created by this composting kills a lot of the pathogens that would otherwise threaten the flock's health. The bedding then can be used again, albeit with a reduced disease risk.Team members are also identifying bedding material substitutes that provide poultry growers with the same types of advantages that conventional bedding offers but at a comparable price."You've got to have materials on which to grow the birds that not only absorb moisture but that also don't retain too much of it," Hess says.Too much moisture promotes excessive bacterial growth and, as a result, a greater disease threat.Hess and other poultry team members have experimented with eight different types of bedding materials to determine which are best suited to commercial poultry house operations. The most promising appear to be sand, pine bark mulch, and ground pallets.Meanwhile, poultry scientist John Blake conducted research to determine the most effective amendments that could be applied to this bedding to minimize bacterial and ammonia levels. Team members then took these findings on the road, holding a series of meetings throughout the state to show poultry growers how to make practical use of them.

A Signal Achievement: *Two Extension agents in north Alabama helped secure a ground-based correction signal considered essential in ensuring the accuracy of some precision farming-based operations.*

A big, fiery economic dragon across the ocean is challenging every facet of U.S. economic dominance, including agriculture.Its name is China.And farmers understand that coming to terms with this dragon will first involve taming a monster much closer to home—one as close as the nearest diesel tank or fertilizer bag. Namely, high farming costs.A new approach to agriculture known as precision farming offers many producers the real possibility of cutting this monster down to a manageable size.The global positioning system technology associated with precision farming has enabled producers to plant, spray, and harvest their crops with virtual pinpoint accuracy. The result is dramatic costs savings for many.But precision farming has not come without challenges. Many of these farming techniques require a high level of accuracy and repeatability—the reason why ground-based correction signals are considered essential in some instances.

Farmers traditionally have used base stations that provide only a 6-mile coverage radius at a cost of roughly $12,000 a station. These older stations also require line-of-site transmission involving occasional relocation. For farmers, this adds time and expense better invested elsewhere.For years, Tennessee Valley producer Don Glenn, an early adopter of precision farming practices, has been trying to secure a 24/7 signal, one that did not require line-of-sight transmission and that was free to any farmer who wanted to use it.Glenn believed such a free, dedicated signal made sense, not only for farmers but also for the countless emergency medical technicians, surveyors, and others throughout the valley who use GPS.He enlisted farmers and sought the technical and financial support of several public and private entities, but progress was slow.

Then two determined regional Extension agents, Shannon Norwood and Amy Winstead, stepped up to the plate. Like Glenn, the two agents, who specialize in precision farming, understood the value and potential of this signal, not only for farming but also for other professions.They also perceived the need for a partnership, bringing together many different players whose technical and financial support was critical to the effort's success.What emerged was a Continuously Operating Reference Station coordinated by the National Geodetic Survey of the National Oceanic and Atmospheric Administration. It provides precise positioning data 24 hours a day as well as the vastly extended range farmers so badly needed."We're getting four to five times

the range with CORS that we get with traditional base stations," Winstead says.

And at a cost of only $25,000, the station is not only benefiting farmers but also other professionals, including the surveying and construction industry as well as the Department of Transportation.CORS also better ensures that farm equipment remains on the same track during each pass through a field, greatly reducing the recurrent problem of soil compaction, another costly problem.CORS also may prove critical for farmers confronted with a natural calamity, such as an early spring freeze that forces them to replant quickly or an approaching autumn hurricane that forces requires them to work their harvesters night and day to beat the storm.

Nine Lawrence County farmers pooled resources to support the effort, with additional support provided by the Alabama Cooperative Extension System, the Alabama Cotton Commission, the Wheat and Feed Grain Producers, the Alabama Department of Transportation, and the Alabama Department of Revenue.Congressman Bud Cramer and Senator Richard Shelby also provided critical support through the Alabama Height Modernization Grant, administered through NOAA.Norwood and Winstead believe this is only the first step toward what ultimately will become a network covering the entire state, serving farmers and many other players.

Happy to Oblige: *Extension food safety educators are developing training to ensure that Alabama-grown produce complies with federal safety requirements—a measure considered essential to the growth of the industry.*

More than ever, Alabamians are eating from an international table comprised of fruits and vegetables grown in every part of the world. This is an inspiration to some and a shock to others, many of whom are demanding Alabama-grown alternatives.And all producer and processors—local as well as large-scale commercial—have an obligation to provide their customers with safe products.This year members of Extension's food safety team began laying the groundwork for a statewide educational effort to provide small-scale food processors with training on the handling and processing of acidified foods to comply with U.S. Food and Drug Administration requirements.Jean Weese, an Extension food safety specialist and head of the food safety team, believes that the training will serve an important role in helping the Alabama produce industry take the next critical step of adding value to their products through processing."The only way to pull off something this ambitious is to get Extension involved," Weese says.

Outreach to food processors represents yet another milestone for the food safety team. Since its launch in 2004, the team has developed a statewide reputation for providing affordable, accessible food safety training to professionals in several facets of the Alabama food industry, including some 500 school lunch program employees. And this training has been offered at various locations throughout the state, both in large cities and in small towns.Weese says this type of training is critically needed now, because the state will require every food service establishment in Alabama to undergo food safety training in 2010.

A Change of Mind: *Extension horticulture educators were busy in 2008 showing Alabamians how to raise tomatoes, blueberries, and herbs—a response to the growing interest in home-grown alternatives to commercial produce.*

A change of mind is overtaking many Alabama consumers.Kerry Smith and other Extension horticulture educators believe it stems from many of the uncertainties associated with twenty-first century life.Spiking gas prices are a big factor.People are less inclined to drive to the grocery store when they need something. On top of this are lingering concerns about food safety, prompted recently by public outcries about the safety of grocery store produce. These concerns came after what was originally thought to be a salmonella outbreak in tomatoes but which was later traced to Mexican-grown peppers.

Smith, co-leader of Extension's Home Grounds, Gardens, and Home Pests team, concede that she could be wrong, but her perception—and those of fellow Extension educators and Master Gardener volunteers—is that these concerns are sparking an interest in lifestyle practices that many of our parents and grandparents took for granted.People are asking themselves, What if I grew food in the backyard that I could pick myself?Smith also believes that many of the people asking these questions are behind the growing number of requests for home gardening workshops around the state.

One thing is certain, Extension educators have been busy this year conducting lots of workshops. In 2008 Extension educators and Master Gardener volunteers conducted 15 workshops throughout the state focusing on growing tomatoes and other vegetables, blueberries, and herbs. The training dealt with all aspects of growing and maintaining the produce, including disease and insect identification and treatment.Smith believes that some of the interest in homegrown produce simply reflects a heartfelt desire among many Alabamians to reacquire a lost art of their agricultural forebears—something that she and other Extension agents are working hard to restore.

The Idea that Sprouted Fins: *Extension aquaculture educators have played a critical role introducing aquaculture instruction in more than 60 Alabama schools and developing an Alabama Department of Education-approved curriculum for teachers.*

Some ideas sprout wings. John Harbuck's sprouted fins.Years ago when he was working as a Florala High School vocational agriculture teacher, Harbuck read an article that sparked this idea, the ripples of which are still being felt in classrooms across Alabama and the nation.The article explored the role that fish production ultimately would serve in feeding a hungry, increasingly overpopulated world.That sparked Harbuck's big idea. "If aquaculture is so vital to the world's future," he reasoned, "why not establish an aquaculture course at Florala High School?"He did, with help from school administrators and the University of Alabama's Program for Rural Services and Research. Extension Aquaculturist Claude Reeves was involved from the beginning, helping instructors prepare coursework and select fish species to stock.Soon Harbuck and Reeves began to marvel at just how effective aquaculture could be in helping students acquire a hands-on grasp of science-related principles. The students—often not the classroom stars but average and sometimes even failing students—began embracing aquaculture instruction. Some students even credited the facility with giving them the inspiration to finish school. One graduate eventually secured a job at an Oregon salmon hatchery.

Word of the Florala model spread.Extension educators were so impressed with the results that they began adapting this teaching model to other school environments.In West Alabama, Greg Whitis, an Extension aquaculturist with the Alabama Fish Farming Center, worked with the Hale County Technical Center in Greensboro to develop an aquascience curriculum, combining fish production with hydroponics. Whitis also established a similar program at Demopolis High School. Alma Bryant High School in Bayou La Batre emerged as another trendsetter, thanks to the efforts of Extension aquaculturist P.J. Waters. Instructors there developed exterior ponds to raise red claw crawfish.

What started as a vocational project at Florala High School has evolved into a vital component of science and math instruction at many high schools throughout the state. Extension aquaculture educators played a major role in this process, working with the Alabama Department of Education to develop a curriculum that allows highly qualified teachers to offer aquatics as a science credit course.Today some 60 Alabama schools offer some form of hands-on aquaculture training.Extension educators have also worked closely with faculty at Gadsden State Community College to offer a four-day intensive course each summer that provides continuing education credit to teachers working to establish aquaculture projects in their schools.

The potential for aquaculture education in turning new generations of students to math and science education is immense, says David Cline, an Extension specialist in aquaculture and pond management, who is completing his dissertation in aquaculture education.In the course of his doctoral research, Cline has identified more than 30 different disciplines that can be taught through aquaculture-related projects. And the instruction is not limited to math- and science-related instruction.Most of all, though, aquaculture can provide classrooms with a living laboratory."The beauty of fish is that they can be put in the classroom," Cline says. "It's hard to put cows, horses, and pigs in the classroom, but with the fish you have a variety of educational opportunities— reproductive and genetic studies, for example."

Through Extension's efforts, Alabama leads the nation in the volume of aquaculture-related training offered to schools.He and other educators obtained certification from the Alabama Math, Science and Technology Initiative for Extension-sponsored teaching efforts.They remain eager to work with any school interested in starting an aquaculture program.Cline is also working with more than 200 educators from other areas to develop the National Aquaculture Educators' Network.

An Ageless Model: *An urban agent is using a century-old grassroots Extension education model to reach hundreds of southeast Alabama diabetes sufferers with knowledge about how to manage their diabetes more effectively.*

Public health professionals hail the century-old grassroots Extension model as a priceless asset in their efforts to reach tens of thousands of Alabamians with ways to manage the prevailing diseases of the twenty-first century: obesity and the chronic, sometimes deadly diseases such as type 2 diabetes, associated with it.Urban Regional Extension Agent Rosalind James is already using this grassroots model to help diabetic sufferers in Alabama's Wiregrass manage their disease more effectively.Partnering with other agencies, James has conducted diabetic wellness workshops, which attract as many as 700 people each year as well as numerous exhibitors and nationally renowned speakers. Working with the Department of Public Health, James also holds a series of quarterly nutritional updates, providing recipes and cooking demonstrations tailored to those with diabetes. She also uses these outreach efforts to stress to diabetics the importance of following the medication regimen recommended by their physicians.She always offers the same upbeat message: Diabetics can live normal, healthy lives by eating right, exercising, and following their doctors' advice.Simply put, they can control their disease rather than letting their disease control them.James is also demonstrating that an early twentieth century educational model developed to combat chronic diseases of that era is just as effective in addressing chronic diseases of the twenty-first century.

Shoo, Fly: *A regional agent has determined through research that pesticide ear tags may go a long way toward ridding Alabama cattle of horn flies, whose effects on livestock cost producers millions of dollars a year.*

Horn flies are a menace to cattle and producer alike. The daily agony inflicted on cattle from the flies' relentless bloodsucking can result in the loss of hundreds of millions of dollars a year for cattle producers throughout the Southeast. And they touch all segments of the cow-calf industry, from stocker calves to nursing calves, affecting weight gain, milk production, and weaning weights.Many methods of controlling the flies have been used over the years with limited degrees of success.Regional Extension Agent Ken Kelley had a different idea. Working with an Escambia County livestock farm, he did a study of ear tags treated with various types of insecticides to determine which, if any, worked better than the current conventional treatment methods.Kelley reasoned that finding a less costly but more effective way to control the animals' exposure to these flies would not only improve weight gain and other measures of livestock efficiency but also secure significant cost savings.He was not disappointed by the study's results. All of the ear tag treatments were effective in controlling the flies, though for varying lengths of time. Average daily gain and weaning weights of calves all increased with ear tag treatments compared with those of control animals left untreated. Improved weight gain that accompanied the treatments averaged 48 pounds and resulted in average economic returns slightly exceeding $34 a head.Equally significant, the effects of these treatments exceeded the normal expectations associated with conventional horn fly treatments.The experience has also taught Kelley that the small steps are often what make the most difference—small steps taken day after day that initially don't seem to amount to much but that ultimately make a big difference in the livelihoods of producers.

Power to the Max: *Through its new Maximum Power program, Alabama 4-H has reached 13,000 Alabamians with tools and information they need to make informed decisions about energy use.*

Speaking more than three decades ago on the subject of U.S. energy self-sufficiency, President Jimmy Carter urged his fellow Americans to "control our future rather than letting the future control us." A similar kind of thinking inspired Maximum Power: the Alabama 4-H Energy Program, a statewide initiative aimed at elementary and middle school students. Operated with funding from the Alabama Department of Economic and Community Affairs from the U.S. Department of Energy, the program

gives young people the tools and information they need to make informed decisions on energy use.All facets of energy self-sufficiency are addressed: renewable versus nonrenewable resources; energy efficiency, such as the use of insulation, rechargeable batteries, and compact fluorescent bulbs; and wise energy use, including the adoption of alternative fuels and greater emphasis on public transportation.

In addition to a basic knowledge about energy, organizers also strive to impart many of the values deemed critical to the 4-H experience: a heightened sense of achievement and self-mastery associated with acquiring and applying new skills; an enhanced appreciation for teamwork, families, and communities; a greater sense of independence stemming from the program's emphasis on making informed decisions and following through with actions; and, finally, a heightened sense of generosity that comes from serving others.Program organizers estimate that if the approximately 13,000 people reached by the Maximum Power Program changed just one incandescent light bulb to a fluorescent light bulb, annual savings would translate into more than 3.6 million kilowatt hours, almost $341,000, and 5.3 million pounds of greenhouse gases.

Giving Back: *Drawing on her own 4-H experiences, an urban educator who once aspired to do great things now seeks to inspire new generations of 4-H'ers to believe and achieve.*

All of us have heroes.For Kimberly Burgess, four Extension agents in the Shoals region where she was raised—Mary Andrews, Teresa McDonald, Rebecca Dollman, and the late Mack Pugh—were among those she admired growing up. They were major influences in her decision to become an Extension educator herself. So was her participation in Alabama A&M University's 4-H Summer Enrichment Program in the late 1980s.She remembers these agents, the three-day program, and the life-changing experiences associated with them. Throughout her undergraduate and graduate years, she never lost touch with those memories and how they helped define her. After several years working for Extension in various roles, Burgess eventually was hired as a youth and volunteerism specialist with Extension's Urban Affairs and New Nontraditional Programs.

Kim saw this as an opportunity to give back—a way to provide youth with direction in making choices that will affect the rest of their lives.This led Burgess to organize the first annual Teens and Tweens Empowerment Conference, an event designed to underscore the skills young people need to succeed. And while the conference was inspired by her formative Extension influences from a generation ago, it also incorporated many of the cutting-edge youth development techniques of the present day.The conference, which was the culmination of Extension's community-based Teens Making Impact Program, represented a wide range of successful professionals—the same kind of people who inspired Burgess during her childhood.For her efforts, Burgess was honored with the Urban Affairs and New Nontraditional Program's first Youth Enrichment Full Circle Award, underscoring how she has completed the circle from aspiring young person to inspiring professional.

Optimizing the Options: *Two Extension agents—an estate planning expert and a forestry expert—are showing Alabama farmers and forestland owners how they can avoid many of the potentially serious financial risks associated with their jobs* .

Many farmers and forestland owners would consider their professions life callings, even while conceding that their livelihoods are fraught with serious financial risks.This hard reality is the reason why Rick Zapata, a regional Extension agent specializing in estate planning, and Bo Brodbeck, a regional Extension agent and forestry expert, designed a series of workshops targeted specifically to farmers and forestland owners. "We help farmers and foresters plan for their estates to reduce their liabilities for estate, gift, and capital gains taxes, allowing them to keep more of what they have earned and to reinvest back into their businesses," Zapata says. Simply harvesting forestry resources, for example, can leave landowners open to thousands of dollars of capital gains taxes. Trouble also may follow when a large retail chain builds a store on property adjoining their farms or forestland. The corresponding spike in land values that typically follows can increase their tax liabilities several fold, unless they are aware of state and federal provisions that provide them with options.

Zapata and Brodbeck are also stressing the potential advantages of conservation easements."It's a way for them to commit part of their land in permanent farming or timber, which, in turn, enables them to reduce their tax liability," Zapata says.Farmers and foresters soon will have the additional option of carbon credits—commodities that they can trade on the market and that can generate additional income. The important thing, Zapata says, is for farmers and forestland owners to identify options that will enable them to reduce their liabilities and invest more of what they save into their operations.

Social Creatures: *Much as early twentieth century educators pioneered educational radio, Extension educators in the twenty-first century are colonizing a new cyberspace niche known as social networking.*

As radio pioneer and future Alabama Extension Director P.O. Davis, working with a young engineer, pecked and struggled in the early 1920s with the equipment that would power one of the nation's first educational radio stations, they were laying the groundwork for what would become a time-honored Extension practice: using cutting-edge technology to reach potential audiences where they live and work. Today Extension is helping pioneer another expanding technological landscape known as social media.We were among the earliest adopters of Weblogging—blogging, as it is popularly known—as a timely, cost-effective way to educate our audiences. Backyard Wisdom, a horticulture blog, serves as the online companion to our popular gardening program featured on Alabama Public Radio.In Winston County in northwest Alabama, Extension coordinator Mike Henshaw has begun providing his radio programs in digitized form—a skill he has shared with Extension coordinator Lisa Murphy in neighboring Marion County, who, in turn, is podcasting both her and Henshaw's radio programs on her county Web site.The podcasts are being accessed by listeners all over Alabama and the world.

Meanwhile, regional Extension horticulture agent Tony Glover, a regular columnist for the *Birmingham News,* also has developed a Heart of Dixie Gardener blog to complement his column. He is also podcasting this material.Through his Farm

Energy blog, Mark Hall, Extension's renewable energy expert, is educating readers about the potentially lucrative role Alabama could play as a bioenergy producer.Using popular social networking sites such as Flickr and Slideshare, Hall is also sharing photos and visual material with counterparts across the nation.Extension administrators are getting into the act too. Anne Adrian, an Internet technology expert, is using her blog, Anne's Spot, to educate U.S. Extension educators and other outreach professionals across the globe about the implications of social networking technologies. She is also training Extension educators throughout the state in these new technologies.

Extension is also reaching a new generation of information users through its YouTube channel, **http://www.youtube.com/alcoopextensionvideo.**Yet, even as we carve out new niches in the deepest reaches of cyberspace, we will never lose site of the one trait that has always distinguished Cooperative Extension work—our human touch.

Total Actual Amount of professional FTEs/SYs for this State

Year:2008	**Extension**		**Research**	
	1862	**1890**	**1862**	**1890**
Plan	334.7	49.0	0.0	0.0
Actual	288.5	30.0	0.0	0.0

II. Merit Review Process

1. The Merit Review Process that was Employed for this year

- Combined External and Internal University External Non-University Panel

2. Brief Explanation

THE MERIT REVIEW PROCESS IS UNCHANGED.

The review process for the Alabama Cooperative Extension System's FY2010□20114 Plan of Work included several phases.The first phase of review was conducted by the Co□Chairs of the Priority Program Areas (PPA). Each of PPA Co□Chairs reviewed their respective programs to ensure that they accurately represented and addressed critical needs of Alabama residents. In addition, each PPA team completed a through reexamination of the Extension Team Projects (ETP) associated with each of PPAs.

A second phase of review was conducted by the Assistant Directors.Working with the PPA Co□Chairs the Assistant Directors checked each program area and related ETPs for: relevancy, ability of Extension to adequately address the issues, duplication with other Extension Team Projects, potential for / inclusion of Multistate Extension Activities / Integrated Research and Extension Activities, and the inclusion of measurable impact / outcome indicators.

The third phase of Plan of Work review was conducted by the System Administrative Team.That team (Director / 1890 Administrator/ Associate Directors, CFO, HRO) reviewed the Plan relative to:

- Consistency with System / University missions
- The inclusion of approved PPAs (and related ETPs),
- The adequacy of fiscal / human resource allocations needed for successful implementation of included programs,
- The capacity to offer educational services to a broad spectrum of Alabama residents, rural / urban, and across diverse demographic parameters,
- The degree to which the Plan adequately reflected the consideration and inclusion of stakeholder and advisory inputs.

As the fourth phase of the review process, relevant University administrators (Alabama A&M University / Auburn University) were afforded the opportunity to review and comment on the FY2007□2011 Plan of Work.Deans, Department Heads, and others were critical to the review process given that many of the System specialists are housed in the Academic Departments.

The final phase of review centers on scrutiny of the Plan of Work by the various state□wide Priority Program Area Advisory Councils. These Advisory Councils assisted each Priority Program Area in the identification of critical issues and in setting specific System programming priorities.Specific roles for the Priority Program Area Advisory Councils included: 1) insured that the included programs address real needs of Alabama citizens; 2) promoted the System's programmatic efforts and accomplishments to key stakeholder / clientele groups / decision makers; 3) provided guidance and assistance in obtaining statewide support for included programs;4) identified critical issues and problems which might be best addressed by System educational outreach; and 5) expanded the collaboration and networking capabilities of the System in support of existing and proposed programs.

III. Stakeholder Input

1. Actions taken to seek stakeholder input that encouraged their participation

- Use of media to announce public meetings and listening sessions
- Targeted invitation to traditional stakeholder groups
- Targeted invitation to non-traditional stakeholder groups
- Targeted invitation to traditional stakeholder individuals
- Targeted invitation to non-traditional stakeholder individuals
- Survey of traditional stakeholder groups
- Survey of traditional stakeholder individuals

Brief Explanation

THE STAKEHOLDER INPUT SECTIONS ARE UNCHANGED.

We sought stakeholder input from multiple levels.Each of our county Extension office had a county□level Extension Advisory Council that provided grass□roots county□level stakeholder input. These county□level councils were required to meet at least twice annually. Each regional extension agent was expected to develop and implement a regional stakeholder input process.This could have be in the form of a either a face□to□face meeting with stakeholders or through some other method such as a survey.At the next level, each of our statewide priority program teams was required to implement a statewide stakeholder input mechanism specific for that priority program area (i.e., agronomic row crops, animal sciences, 4□H/youth development, etc.).Each of the three colleges and schools in which we have Extension□funded faculty also had advisory boards either specific to Extension or with sub□committees for Extension.In addition to the advisory groups described above, we also conducted formal listening sessions at various locations around the state on a periodic basis.The most recent of these were conducted in 2005.About every 10 years we do a formal survey of the general public and of specific targeted clientele to determine their knowledge of and general level of satisfaction with ACES.

2(A). A brief statement of the process that was used by the recipient institution to identify individuals and groups stakeholders and to collect input from them

1. Method to identify individuals and groups

- Use Advisory Committees
- Use Internal Focus Groups
- Use External Focus Groups
- Needs Assessments

Brief Explanation

Members of county extension advisory councils were selected by the county extension coordinators with input from the county staff.Data was collected on the membership of the county extension advisory councils to ensure these groups were diverse and represented the broad interest of the county.Each regional extension agent was also responsible for selecting members to serve on their subject□matter specific advisory board.Data was collected on these advisory groups as well to ensure they are diverse.Members of the REA advisory group were individuals who were recognized as local/regional leaders within their respective subject□matter area.The advisory groups for the statewide priority program areas/teams were most often commodity groups that operate at a statewide level such as the Alabama Cattlemen's Association. Etc.The listening sessions that were conducted on a periodic basis are well advertised through the public media and were open to any and everyone who wishes to attend.The members of the college and school advisory boards were selected and appointed by the respective deans with the advice of the faculty.

2(B). A brief statement of the process that was used by the recipient institution to identify individuals and groups who are stakeholders and to collect input from them

1. Methods for collecting Stakeholder Input

- Meeting with traditional Stakeholder groups
- Survey of traditional Stakeholder groups
- Meeting with traditional Stakeholder individuals
- Survey of traditional Stakeholder individuals
- Survey specifically with non-traditional groups

Brief Explanation

Methods for collecting stakeholder input are explained in the previous sections and they included meetings with individual traditional stakeholders as well as stakeholder groups, surveys of individual stakeholders and surveys of non□traditional groups.

3. A statement of how the input was considered

- To Identify Emerging Issues
- Redirect Extension Programs
- In the Staff Hiring Process
- In the Action Plans
- To Set Priorities

Brief Explanation

Our programs were planned by 14 different priority program teams.These teams included county agents, county coordinators (directors), regional agents and state specialists.The teams received input from the various levels of membership (county, regional, and state) based on the input from the advisory groups at each level.The teams were responsible for doing the strategic planning and operational programming planning for their specific subject□matter area based on the input received from all levels and the research being generated from the two universities involved (Alabama A & M university and Auburn University), as well as from other land□grant universities and reputable sources.Our goal was to have approximately 50% of the programming designed to be reactive to the needs identified by the stakeholders and the other 50% to be proactive programming based on new research finding that have potential for improving the quality of life for Alabama residents.We also collected data on the subject□matter areas for which we received the most requests for information and this data is used to drive staffing decisions.

Brief Explanation of what you learned from your Stakeholders

We learned that they are generally very pleased with the areas in which we conduct our educational programs and the content of our programs.An increasing number of our clientele are using the internet and our ACES websites to access information.We also learned that our traditional agricultural clientele are very pleased with our new regional programming structure which provides them with cellular and e□mail access to agents who are more specialized in the specific subject□matter areas (i.e., agronomy, animal science, horticulture, forestry/wildlife, aquaculture, etc.) in which they need information and assistance

IV. Expenditure Summary

1. Total Actual Formula dollars Allocated (prepopulated from C-REEMS)

Extension		Research	
Smith-Lever 3b & 3c	**1890 Extension**	**Hatch**	**Evans-Allen**
6304038	1755992	0	0

2. Totaled Actual dollars from Planned Programs Inputs				
	Extension		Research	
	Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
Actual Formula	5416742	1577721	0	0
Actual Matching	6304038	1755992	0	0
Actual All Other	29671681	3556436	0	0
Total Actual Expended	41392461	6890149	0	0

3. Amount of Above Actual Formula Dollars Expended which comes from Carryover funds from previous years				
Carryover	5416742	0	0	0

V. Planned Program Table of Content

S. NO.	PROGRAM NAME
1	Human Nutrition, Diet, and Health
2	Home Grounds, Gardening, and Home Pests
3	4-H and Youth Development
4	Forestry, Wildlife, and Natural Resources
5	Food Safety, Preparation, and Preservation
6	Family and Child Development
7	Economic and Community Development
8	Consumer Science and Personal Financial Management
9	Commercial Horticulture
10	Animal Sciences and Forages
11	Agronomic Crops
12	Farm Management and Agricultural Enterprise Analysis
13	Aquaculture and recreational pond management

Program #1

V(A). Planned Program (Summary)

1. Name of the Planned Program

Human Nutrition, Diet, and Health

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
701	Nutrient Composition of Food	20%	20%		
702	Requirements and Function of Nutrients and Other Food Components	20%	20%		
703	Nutrition Education and Behavior	20%	20%		
704	Nutrition and Hunger in the Population	10%	10%		
723	Hazards to Human Health and Safety	10%	10%		
724	Healthy Lifestyle	10%	10%		
805	Community Institutions, Health, and Social Services	10%	10%		
	Total	100%	100%		

V(C). Planned Program (Inputs)

1. Actual amount of professional FTE/SYs expended this Program

Year: 2008	Extension		Research	
	1862	1890	1862	1890
Plan	92.3	12.0	0.0	0.0
Actual	20.4	3.0	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
370096	156090	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
446402	173727	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
1739060	351853	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

ETP 21A-Chronic Disease Nutrition and Physical Activity-focuses on reducing risks for chronic diseases – major causes of morbidity and mortality in Alabama and disproportionately affecting the underserved.It includes presentations, exhibits and multi-session programs.

ETP 21B- Healthy Families and Communities Coming Together Project is designed to: a) empower Alabama health care consumersb) make health education information more accessible via , c) train community leaders and volunteers to assess root issues .

ETP 21C-Housing, the Envronment and Health -goal is to increase awareness of environmental health and housing concerns.

ETP21D- Alabama Radon Education Program-colloborative project with ADPH to inform counties of Alabama about the health risksradon gas in their homes and encourage to testing in their homes for radon and mitigate them.

ETP21E- to provide nutrition education to limited-resource audiences with children

ETP21F-Nutrition education outreach will focus on expecting mothers and mothers with small children (ages 0-5 years)and youth (6-14 years)- Hispanic

ETP21I. NEP- to provide effective nutrition education (to food stamp recipients and applicants, elementary school students in qualifying schools and other FNS-approved individuals.

ETP21G- UNEP-expand services provided through Extension's Health Initiative for Underserved Populations and targets food stamp recipients and other food stamp eligible families especially public housing residents and senior citizens.

ETP21H-CHAMPIONS- Target audience is teens, adults, and the elderly with limited resources living in the metropolitan inner cities that are at risk due to poor weight management, designed to improve the overall health of the target audience through lifestyle changes such as adopting obtainable eating practices, daily physical activity, and improving behavioral habits.

2. Brief description of the target audience

The primary target audience is the general public.:youth, adults (senior citizens, Hispanic audiences).

V(E). Planned Program (Outputs)

1. Standard output measures

Target for the number of persons (contacts) reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	160000	340000	50000	100000
2008	113768	408453	2412	86726

2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

Year	Target
Plan:	0
2008 :	0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

	Extension	Research	Total
Plan	0	0	
2008	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- This program area will include numerous output activities and methods as part of the Extension Team Projects (ETPs) which are described/explained in the prior "outcome activities and methods sections." The success of many of these outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the ETPs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity.

Year	Target	Actual
2008	10	6

Output #2

Output Measure

- ETP 21A Chronic Disease, Nutrition and Physical Activity-The output target is educational programs and resources presented to youth and adults to address chronic disease risk and prevention, promote healthy nutrition behaviors and physical activity adherance. ETP 21 B Healthy Families and Healthy CommunitiesThe major focus of implementation for this ETP in 2008 was training community leaders and volunteers to assess root issues contributing to poor health in their communities/families and adopting new family and community-based change strategies - including building faith-based, school, or community partnerships. ETP 21C Housing, the Environment and Health--This project has a special emphasis on the environmental health needs of children and has a particular focus on indoor environments. Some of the most serious environmental health problems for children and adults occur in the indoor environment. Most people spend over 90% of their time indoors. Children often have greater exposures to environmental toxins than adults because their bodies are still developing and pound per pound of body weight, children drink more water, breathe more air and eat more food than adults. ETP 21D Radon --Radon gas will continue to invade Alabama homes and we will continue to educate and try to bring about awareness and action to the citizens of Alabama as long as the EPA will support radon awareness and action within state programs. We will continue to seek new ways to reach more citizens with the radon risk message and produce new marketing and educational materials for the Radon Team. ETP21I-Nutrition Education Program--During Fiscal Year 2008 (October 1, 2007 - September 30, 2008), 23 nutrition educators conducted NEP education sessions in 46 rural counties in Alabama. Nutrition education was taught using direct and indirect teaching methods in group classes, one-on-one sessions, printed materials and through exhibits. Key educational messages focused on the Dietary Guidelines for Americans and the USDA food guidance system, currently MyPyramid. The primary audiences for this education were adult food stamp recipients and applicants, and youth of food stamp households. (Food Stamp Office, Public Housing, Food Banks, Community Action Agencies, Head Start, Mental Health Group Homes, Summer Food Service, Public Schools) ETP 21H CHAMPION -A Weight Management program conducted through out the state by 6 UREAs. Series of classes, workshops, forums , seminars, health fairs,focusing on current health issues, nutrition, physical activity and healthy lifestyle for all ages were provided. For children, a one week summer camp was held for 105 girls (ages 10-12), and a nutrition and health booklet was developed. Direct participants: 1,115 youth and 163 adults for 2008. Indirect contacts through TV, radio, newsletters and newspaper articles focusing on health and healthy lifestyle were over 112,631.

Year	Target	Actual
2008	{No Data Entered}	0

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O No.	OUTCOME NAME
1	Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.
2	Major outcome measures in Human Nutrition, Diet, and Health will be the decrease in diseases which are directly related to nutrition, and the decrease in the percent of obese adults and children. The yearly targets below are percentage decreases in diseases.
3	ETP 21A Chronic Disease, Nutrition and Physical Activity-The outcomes were that approxiamatley 200 families and 12 counties were reached as a result of the A New Leaf program to encourage and promote healthier lifestyle choices. A total of 15 ACES employees allocated a total of 1,490 days to Extension Team Project 21A in 2008. Extension received grant funds of $211, 466 . Monies were also allocated for salaries and travel for twelve (12) Community Health Advocates ($105, 000), travel for regional Regional Extension Agents and Specialist ($20,000), in-service training ($35,000)purchasing of educational curricula and resources ($12,000), printing of the curricula ($11,000), publications, and ($15,000) and participants incentives ($13,000). ETP 21 B Healthy Families and Healthy Communities--10 Community Helath Advocates were hired and collaborations were developed within the 10 couties that they serve. Professional development opportuities were provided for ACES staff and CHA's. ETP 21C Housing, the Environment and Health---A total of 467 ETP days were attributed to this ETP for 2008 with 17 Extension educators signed up. ETP 21D Radon -- Statistics for 2008 Citizen contacts: Potential media contacts..... 1,696,942 Radon exhibit viewers..... 41,020 Programming contacts..... 10,667 Agent days devoted to radon..... 387 Radon test kit coupons distributed..... 17,597 ETP21I-Nutrition Education Program--Statistics for 2008 Citizen contacts: Potential media contacts..... 1,696,942 Radon exhibit viewers..... 41,020 Programming contacts..... 10,667 Agent days devoted to radon..... 387 Radon test kit coupons distributed..... 17,597 ETP21H CHAMPION- One hundred and five (105) girls age 10-12 attended the BETF camp for gorls and one hundred asixty three (163) adults Participated in the health, nutrition, physical activity and healthy lifestyle classes. The attending the BETF Summer camp showed a knowledge gain of 83% using pre-post test evaluations and had a total weight loss of 420.3 pounds.The adults showed 95% increase in knowledge gain from the pre-post test evaluation and a total weight loss of 386 pounds.

Outcome #1

1. Outcome Measures

Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	12	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
805	Community Institutions, Health, and Social Services
703	Nutrition Education and Behavior
701	Nutrient Composition of Food
704	Nutrition and Hunger in the Population
702	Requirements and Function of Nutrients and Other Food Components
723	Hazards to Human Health and Safety
724	Healthy Lifestyle

Outcome #2

1. Outcome Measures

Major outcome measures in Human Nutrition, Diet, and Health will be the decrease in diseases which are directly related to nutrition, and the decrease in the percent of obese adults and children. The yearly targets below are percentage decreases in diseases.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	7	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
704	Nutrition and Hunger in the Population
702	Requirements and Function of Nutrients and Other Food Components
805	Community Institutions, Health, and Social Services
724	Healthy Lifestyle
703	Nutrition Education and Behavior
701	Nutrient Composition of Food
723	Hazards to Human Health and Safety

Outcome #3

1. Outcome Measures

ETP 21A Chronic Disease, Nutrition and Physical Activity-The outcomes were that approxiamatley 200 families and 12 counties were reached as a result of the A New Leaf program to encourage and promote healthier lifestyle choices. A total of 15 ACES employees allocated a total of 1,490 days to Extension Team Project 21A in 2008. Extension received grant funds of $211, 466 . Monies were also allocated for salaries and travel for twelve (12) Community Health Advocates ($105, 000), travel for regional Regional Extension Agents and Specialist ($20,000), in-service training ($35,000)purchasing of educational curricula and resources ($12,000), printing of the curricula ($11,000), publications, and ($15,000) and participants incentives ($13,000). ETP 21 B Healthy Families and Healthy Communities--10 Community Helath Advocates were hired and collaborations were developed within the 10 couties that they serve. Professional development opportuities were provided for ACES staff and CHA's. ETP 21C Housing, the Environment and Health---A total of 467 ETP days were attributed to this ETP for 2008 with 17 Extension educators signed up. ETP 21D Radon -- Statistics for 2008 Citizen contacts: Potential media contacts..... 1,696,942 Radon exhibit viewers..... 41,020 Programming contacts..... 10,667 Agent days devoted to radon..... 387 Radon test kit coupons distributed..... 17,597 ETP21I-Nutrition Education Program--Statistics for 2008 Citizen contacts: Potential media contacts..... 1,696,942 Radon exhibit viewers..... 41,020 Programming contacts..... 10,667 Agent days devoted to radon..... 387 Radon test kit coupons distributed..... 17,597 ETP21H CHAMPION- One hundred and five (105) girls age 10-12 attended the BETF camp for gorls and one hundred asixty three (163) adults Participated in the health, nutrition, physical activity and healthy lifestyle classes. The attending the BETF Summer camp showed a knowledge gain of 83% using pre-post test evaluations and had a total weight loss of 420.3 pounds.The adults showed 95% increase in knowledge gain from the pre-post test evaluation and a total weight loss of 386 pounds.

Not reporting on this Outcome for this Annual Report

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought,weather extremes,etc.)
- Economy
- Appropriations changes
- Competing Programmatic Challenges
- Populations changes (immigration,new cultural groupings,etc.)

Brief Explanation

Natural disasters - weather conditions damaging and/or destoring growth ofcertain foods, thereby reducing foods availability.

Economy - increasedfuel cost and unemployment, increase cost of food and supplies create a hardship for urban and low-income families.

Competing Programmatic Challenges- media disseminating nutrition information about programs and products that may be unhealthy and misleading.

Population Changes- shift in food availability to meet the needs changed population.

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

- Before-After (before and after program)
- During (during program)
- Comparisons between program participants (individuals,group,organizations) and non-participants

Evaluation Results

Weight management programs for 105 youths resulted in 83% knowledge gain and weight loss of 420 lbs, Weight management programs for 163 adults resulted in 95% knowledge gain and weight loss of 386 lbs.

Behavior changes in daily exercise for 105 youth showed an increase of 74% and changes in fruit and vegetable intake yielded a 79% increase. Adults behavior changes in exercise was 82% and fruit and vegetable intake yield a 91% increase.

Key Items of Evaluation

Structured weight management programs providing basic nutrition education, physical activity, and basic information on chronic diseases, how to prevent and control theses, fosters positive knowledge gain and behavioral changes in most ages groups.

Program #2

V(A). Planned Program (Summary)

1. Name of the Planned Program

Home Grounds, Gardening, and Home Pests

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
102	Soil, Plant, Water, Nutrient Relationships	20%	25%		
111	Conservation and Efficient Use of Water	20%	15%		
125	Agroforestry	0%	20%		
205	Plant Management Systems	40%	0%		
216	Integrated Pest Management Systems	20%	0%		
604	Marketing and Distribution Practices	0%	10%		
608	Community Resource Planning and Development	0%	10%		
724	Healthy Lifestyle	0%	10%		
803	Sociological and Technological Change Affecting Individuals, Families and Communities	0%	10%		
	Total	100%	100%		

V(C). Planned Program (Inputs)

1. Actual amount of professional FTE/SYs expended this Program

Year: 2008	Extension		Research	
	1862	1890	1862	1890
Plan	25.9	6.3	0.0	0.0
Actual	25.7	4.3	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
473426	225989	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
561337	251525	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
3042312	509416	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

The primary activities in this area include four statewide Extension Team Projects. These are:

1. Urban Horticulture Initiatives utilized horticulture as a therapy or tool to: modify behavior and increase activity levels of youth demonstrate environmentally compatible landscapes increase the quality of life of the elderly

2. The New and Nontraditional Horticulture Enterprises program provides educational horticulture programs and demonstrations for small, limited income and urban commercial producers. These programs include: organic production, beekeeping small fruits, shiitake mushrooms, rainwater collection for commercial producers, farmers' markets

3. Backyard BMP (will become Smart Yards in (09): The purpose of the Backyard BMP's program is to provide current, research-based instruction in home yard and garden topics through a series of subject-matter workshops. The specific objective in 2008 was to provide in-depth instruction related to best management practices related to managing pests, managing water, managing soil, plant selection, and other resource inputs that affect both gardening success and surrounding environments. Master Gardeners conducted demonstrations on pruning and water Mgt for the public. This ETP educated the consumer to better understand the resources they use and the potential impacts of gardening activities.

4. Master Gardener: The MG ETP is designed to recruit & train volunteer leaders to assist county offices of the ACES in disseminating knowledge and information relative to landscaping and gardening applicable to their area of Alabama. The service of Master Gardener volunteers directly benefits their communities by providing leadership and involving others in beautification projects, environmental stewardship projects, community gardens, other horticulture-related projects, and horticulture-related educational programs.

2. Brief description of the target audience

1. The urban horticulture program is currently located in ten Alabama counties that represent just over 2 million people or 45% of Alabama's residents. The audiences targeted directly included: a. 65,000 local residents and tourists visiting the Anniston Museum of Natural History b. 620 homeowners interested in gardening c. 50 extended care facility residents d. 700 youth-at-risk, and 24 residents at special needs facilities e. Indirectly over 2 million elderly, youth, gardeners, homeowners, and urban residents in Alabama received some form of educational material from Urban Regional Extension Agents and specialists.

2. Alabama has about 45,000 agricultural farm enterprises that gross over $3 billion per year (2002 Agriculture Census). However, 80% of these farms gross less than $10,000 per year. There are 2,955 fruit and vegetable producers in the state that earn over $61 million per year, but only $20,707 per farm. The state also boasts 2,500 beekeepers housing 12,000 hives producing $1 million worth of honey. Two Urban Regional Extension Agents and one Horticulture Specialist allocate 0.86 FTE to presenting educational programs to:

a. small, limited income/resource and urban commercial producers.

b. In Marshall and Lawrence Counties, where these programs are primarily conducted, there are 127 registered fruit and vegetable producers

c. In Lawrence County there are 40 beekeepers.

3. Most participants are found through mass media, trade publications and newspapers, flyers and word-of-mouth.

4. Statewide programs are conducted as requested and the audience includes organic producers, medicinal plant producers, small, limited-resource farmers and other interested clientele.

5. The MG program is specifically designed to train community volunteers who will disseminate research-based information.There were 26 host locations recruiting volunteers from 31 counties.

6. Backyard BMP were workshops designed educate residential non-commercial gardeners.Instruction included drip irrigation installation, vegetable variety selection, pest management in vegetable gardens and home lawns, wildlife management in home landscapes, fireant management in home landscapes, pruning ornamentals, soil testing, growing blueberries, composting, and other care/maitenance principles for ornamentals.Participants from 41 counties attended 81 workshops/demonstrations.

7. Homeowners in 1.5+ million Alabama households contribute $1 billion to Green Industry retail sales.These consumers continue to need infomation to better understand and manage the resources that contribute to and impact garden/landscape related activities.

V(E). Planned Program (Outputs)

1. Standard output measures

Target for the number of persons (contacts) reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	55000	600000	20000	200000
2008	10521	2931181	4263	16018

2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

Year	Target
Plan:	0
2008 :	0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

	Extension	Research	Total
Plan	0	0	
2008	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- This program area will include numerous output activities and methods as part of the Extension Team Projects (ETPs) which are described/explained in the prior "outcome activities and methods sections." The success of many of these outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the ETPs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity.

Not reporting on this Output for this Annual Report

Output #2

Output Measure

- Number of Master Gardener Interns certified.

Year	Target	Actual
2008	{No Data Entered}	559

Output #3

Output Measure

- Meetings/classes/field days, and conferences for 1,669 clientele, on various aspects of community gardening, ornamental gardening, environmental landscaping, rainwater collection, beekeeping, farmersÂ’ markets, shiitake mushrooms and organic production.

Year	Target	Actual
2008	{No Data Entered}	180

Output #4

Output Measure

- Non-refereed publications, on horticulture topics that were distributed to 4,782 clientele.

Year	Target	Actual
2008	{No Data Entered}	11

Output #5

Output Measure

- Newspaper articles, radio and TV horticulture programs viewing audience.

Year	Target	Actual
2008	{No Data Entered}	2116166

Output #6

Output Measure

- Hours clientele spent viewing web-based publications and articles.

Year	Target	Actual
2008	{No Data Entered}	283

Output #7

Output Measure

- Volunteer hours in urban horticulture programs such as horticulture therapy, nontraditional horticulture crop production, drought tolerant ornamental demonstrations, farmers' market development

Year	Target	Actual
2008	{No Data Entered}	4799

Output #8

Output Measure

- Value of volunteer time in urban horticulture programs such as horticulture therapy, nontraditional horticulture crop production, drought tolerant ornamental demonstrations, farmers' market development

Year	Target	Actual
2008	{No Data Entered}	86627

Output #9

Output Measure

- Dollar value of grants funded for rainwater collection, shiitake production, and horticulture therapy.

Year	Target	Actual
2008	{No Data Entered}	30896

Output #10

Output Measure

- Number of program evaluations conducted on a new Farmers' Market and horticulture therapy programs

Year	Target	Actual
2008	{No Data Entered}	2

Output #11

Output Measure

- Attendance by clientele at small fruit, organic, shiitake mushroom, rainwater collection, farmers' market, and beekeeping meetings, field days, workshops.

Year	Target	Actual
2008	{No Data Entered}	1669

Output #12

Output Measure

- Donations received for farmers' market, rainwater collection demonstrations, organic production/shiitake mushroom/rainwater collection field days, and ornamental and community garden demonstrations.

Year	Target	Actual
2008	{No Data Entered}	83458

Output #13

Output Measure

- Income generated from plant sales that sustain horticulture therapy programs.

Year	Target	Actual
2008	{No Data Entered}	9500

Output #14

Output Measure

- Number of beekeeping, shiitake mushroom, rainwater collection demonstrations.

Year	Target	Actual
2008	{No Data Entered}	28

Output #15

Output Measure

- Number of clientele made aware of urban programs including ornamental horticulture, drought tolerant plants, horticulture therapy programs, rainwater collection, shiitake mushrooms, beekeeping, farmers' markets, small fruits and organic production.

Year	Target	Actual
2008	{No Data Entered}	3003427

Output #16

Output Measure

- Number of evaluations conducted on participants in horticulture therapy.

Year	Target	Actual
2008	{No Data Entered}	94

Output #17

Output Measure

- Number of publicity articles written about urban horticulture programs including organic production, shiitake mushrooms, rainwater collection, small fruits, farmers' markets, horticulture therapy, and drought tolerant gardens.

Year	Target	Actual
2008	{No Data Entered}	39

Output #18

Output Measure

- Number of people exposed to publicity articles written about urban horticulture programs including organic production, shiitake mushrooms, rainwater collection, small fruits, farmers' markets, horticulture therapy, and drought tolerant gardens.

Year	Target	Actual
2008	{No Data Entered}	881026

Output #19

Output Measure

- Number of newspaper, radio, TV and web articles published about horticulture therapy, small fruits, organic production, shiitake mushrooms, rainwater collection, farmers' markets, drought tolerant gardens, and community gardens.

Year	Target	Actual
2008	{No Data Entered}	104

Output #20

Output Measure

- Number of partnership and Program Advisory Committee meetings for urban horticulture programs

Year	Target	Actual
2008	{No Data Entered}	27

Output #21

Output Measure

- Number of success stories written about horticulture therapy programs, educational ornamental gardens, grape pruning, nontraditional horticulture enterprises, small fruits, organic production, shiitake mushrooms and rainwater collection.

Year	Target	Actual
2008	{No Data Entered}	9

Output #22

Output Measure

- Number of people attending Backyard BMP wksps - increased public awareness of resource management for home gardens, grounds and pests.

Year	Target	Actual
2008	{No Data Entered}	4426

Output #23

Output Measure

- Number of volunteers that helped increase public awareness of resource management related to home gardens, grounds and pests in 14 Helpline offices.

Year	Target	Actual
2008	{No Data Entered}	559

Output #24

Output Measure

- Increased the number of citizens who directly receive research-based information from the ACES - # of new volunteers + # workshop participants

Year	Target	Actual
2008	{No Data Entered}	4985

Output #25

Output Measure

- Number of Master Gardener classes hosted encompassing participants from 31 counties

Year	Target	Actual
2008	{No Data Entered}	26

Output #26

Output Measure

- Number of workshops and demonstrations conducted to increased public awareness and concern of resource management related to home landscapes.

Year	Target	Actual
2008	{No Data Entered}	81

Output #27

Output Measure

- Number of Advanced Master Gardener volunteer trainings in subject areas related to Backyard BMP's (water management, ornamental care & maintenance, drip irrigation). Training for vol's to assist/conduct BMP workshops.

Year	Target	Actual
2008	{No Data Entered}	22

Output #28

Output Measure

- Number of agent training sessions conducted in the Water Smart program

Year	Target	Actual
2008	{No Data Entered}	3

Output #29

Output Measure

- Number of workshops/demos where pre- and post-tests or surveys were given. Only six of these gave solid information of participantÂ’s knowledge gain.

Year	Target	Actual
2008	{No Data Entered}	24

Output #30

Output Measure

- Number of success stories written about Advanced MG - Water Smart training, drip irrigation in home gardens, horticulture field day, fireant education, home grounds wkshps, MG Helpline success

Year	Target	Actual
2008	{No Data Entered}	7

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O No.	OUTCOME NAME
1	A major outcome will be the number of regional horticultural hot-line centers that are created and staffed by Master Gardener Volunteers.
2	Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.
3	0
4	Master Gardener Interns knowledge gain (%)
5	Number of previously certified Master Gardeners remaining active
6	Volunteer hours reported by Interns and Certified Master Gardeners
7	Hours contributed to the Horticulture Helpline
8	Number of clients served by the ACES Horticulture Helpline.
9	Increased awareness and knowledge of landscape best management practices (pre/post tests) 78 participants at six workshops (% knowledge gained)
10	Combined percent knowledge gain for 53 Master Gardeners in Advanced training for Water Smart
11	Value of volunteer hours ($)
12	Percent of participants in the public horticulture workshops/demonstrations (Backyard BMPs) indicating an understanding of the importance of the principles presented.
13	Knowledge gain (%) of 691 participants in horticulture therapy, ornamental horticulture, rainwater collection, shiitake mushroom, small fruit and farmers' market programs.
14	Level of behavior improvement (%) as indicated by 82 horticulture therapy program participants.
15	Improved attitude (%) towards school and grades as perceived by 82 horticulture therapy program participants.
16	Improved self-esteem (%) as perceived by 82 horticulture therapy program participants.
17	Improved attitude (%) towards getting and keeping a job as perceived by horticulture therapy program participants.
18	Improved sense of responsibility (%) as perceived by 82 horticulture therapy program participants.
19	Improved discipline (%) as perceived by 82 horticulture therapy program participants.
20	Increased activity levels (%) as perceived by horticulture therapy program participants.
21	Program value ($) of horticulture therapy programs as perceived by partners, supervisors, councilors, teachers and principals.
22	Income from plant sales that sustained two horticulture therapy programs.
23	Increase in production as a result of an irrigation demonstration (%)
24	Volunteer support for urban horticulture therapy programs and nontraditional horticulture enterprises increased the amount of FTEs available to conduct programs (FTEs)
25	Jobs created as a result of increased participation in ornamental horticulture programs.
26	Youth participating in community gardens increased their annual activity levels (hours/year)
27	Number of students mainstreamed from an alternative school to a regular school as a result (in part) of a community garden that was part of their daily routine.
28	Percent knowledge gain about shiitake mushrooms and rainwater collection.

29	Increased income of 6 beekeepers and 1 shiitake mushroom producer as a result of demonstrations and workshops.
30	The Moulton Farmers' Market that was established as a result of Urban Horticulture Workshops, reduced the number of miles each producer must drive to market (average miles saved/trip to market)
31	Dollar savings for each Moulton Farmers' Market producer due to the decrease in drive time and mileage to market produce.
32	Percent of producers indicating that they improved their income at the Moulton Farmers' Market compared to previous marketing experiences.
33	Dollar value increase for watermelons as a result of bee pollination in by beekeepers trained by Urban Agents (estimated value).
34	Number of acres pollinated by bee raised by beekeeper demonstrators.
35	Number of producers that took their produce to the New Moulton Farmers' Market.
36	Gallons of rainwater saved/collected for commercial crop production irrigation.
37	Observed behavioral changes of horticulture therapy program participants.

Outcome #1

1. Outcome Measures

A major outcome will be the number of regional horticultural hot-line centers that are created and staffed by Master Gardener Volunteers.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	6	14

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Requests for residential garden/landscape info is tremendous and we lack the ACES staff to address all requests

What has been done

We recruited and trained 559+ MG's to work the Helpline.

Results

14 Helpline offices were maintained through assistance from 14 REA's, 7 CEC's, 3 IT staff, one state coordinator and one Asst Director

4. Associated Knowledge Areas

KA Code	Knowledge Area
205	Plant Management Systems
102	Soil, Plant, Water, Nutrient Relationships
216	Integrated Pest Management Systems

Outcome #2

1. Outcome Measures

Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.

Not reporting on this Outcome for this Annual Report

Outcome #3

1. Outcome Measures

0

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

0

What has been done

0

Results

0

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships

Outcome #4

1. Outcome Measures

Master Gardener Interns knowledge gain (%)

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	24

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

MG volunteers are a tremendous resource to ACES prog's. To better quantify the staff input given to develop this resource, we want to know the effectiveness of our training.

What has been done

one class was selected as a trial for pre/post tests in 2008

Results

For the 29 participants there was a combined knowledge gain of 24%

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems
216	Integrated Pest Management Systems
111	Conservation and Efficient Use of Water

Outcome #5

1. Outcome Measures

Number of previously certified Master Gardeners remaining active

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	1984

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
111	Conservation and Efficient Use of Water
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems
216	Integrated Pest Management Systems

Outcome #6

1. Outcome Measures

Volunteer hours reported by Interns and Certified Master Gardeners

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	124454

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
216	Integrated Pest Management Systems
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems
111	Conservation and Efficient Use of Water

Outcome #7

1. Outcome Measures

Hours contributed to the Horticulture Helpline

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	5892

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
205	Plant Management Systems
216	Integrated Pest Management Systems
111	Conservation and Efficient Use of Water
102	Soil, Plant, Water, Nutrient Relationships

Outcome #8

1. Outcome Measures

Number of clients served by the ACES Horticulture Helpline.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	4375

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
205	Plant Management Systems
111	Conservation and Efficient Use of Water
102	Soil, Plant, Water, Nutrient Relationships
216	Integrated Pest Management Systems

Outcome #9

1. Outcome Measures
Increased awareness and knowledge of landscape best management practices (pre/post tests) 78 participants at six workshops (% knowledge gained)

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	73

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
111	Conservation and Efficient Use of Water
102	Soil, Plant, Water, Nutrient Relationships
216	Integrated Pest Management Systems

205	Plant Management Systems

Outcome #10

1. Outcome Measures

Combined percent knowledge gain for 53 Master Gardeners in Advanced training for Water Smart

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	24

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
111	Conservation and Efficient Use of Water
205	Plant Management Systems
102	Soil, Plant, Water, Nutrient Relationships

Outcome #11

1. Outcome Measures

Value of volunteer hours ($)

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	2240172

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
216	Integrated Pest Management Systems
205	Plant Management Systems
102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water

Outcome #12

1. Outcome Measures

Percent of participants in the public horticulture workshops/demonstrations (Backyard BMPs) indicating an understanding of the importance of the principles presented.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	95

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
216	Integrated Pest Management Systems
205	Plant Management Systems
111	Conservation and Efficient Use of Water

Outcome #13

1. Outcome Measures

Knowledge gain (%) of 691 participants in horticulture therapy, ornamental horticulture, rainwater collection, shiitake mushroom, small fruit and farmers' market programs.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	49

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle
604	Marketing and Distribution Practices
608	Community Resource Planning and Development
125	Agroforestry
803	Sociological and Technological Change Affecting Individuals, Families and Communities
205	Plant Management Systems
111	Conservation and Efficient Use of Water

Outcome #14

1. Outcome Measures
Level of behavior improvement (%) as indicated by 82 horticulture therapy program participants.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:
Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	16

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
205	Plant Management Systems
102	Soil, Plant, Water, Nutrient Relationships

803	Sociological and Technological Change Affecting Individuals, Families and Communities
608	Community Resource Planning and Development
724	Healthy Lifestyle

Outcome #15

1. Outcome Measures

Improved attitude (%) towards school and grades as perceived by 82 horticulture therapy program participants.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	7

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
803	Sociological and Technological Change Affecting Individuals, Families and Communities
205	Plant Management Systems
724	Healthy Lifestyle
102	Soil, Plant, Water, Nutrient Relationships

Outcome #16

1. Outcome Measures

Improved self-esteem (%) as perceived by 82 horticulture therapy program participants.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	61

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
803	Sociological and Technological Change Affecting Individuals, Families and Communities
724	Healthy Lifestyle

Outcome #17

1. Outcome Measures

Improved attitude (%) towards getting and keeping a job as perceived by horticulture therapy program participants.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	18

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle
205	Plant Management Systems
102	Soil, Plant, Water, Nutrient Relationships
803	Sociological and Technological Change Affecting Individuals, Families and Communities

Outcome #18

1. Outcome Measures

Improved sense of responsibility (%) as perceived by 82 horticulture therapy program participants.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:
Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	61

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems
803	Sociological and Technological Change Affecting Individuals, Families and Communities
724	Healthy Lifestyle

Outcome #19

1. Outcome Measures
Improved discipline (%) as perceived by 82 horticulture therapy program participants.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:
Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	79

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
803	Sociological and Technological Change Affecting Individuals, Families and Communities
724	Healthy Lifestyle
205	Plant Management Systems

Outcome #20

1. Outcome Measures

Increased activity levels (%) as perceived by horticulture therapy program participants.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	21

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems

Outcome #21

1. Outcome Measures

Program value ($) of horticulture therapy programs as perceived by partners, supervisors, councilors, teachers and principals.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	873115

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems
803	Sociological and Technological Change Affecting Individuals, Families and Communities

Outcome #22

1. Outcome Measures

Income from plant sales that sustained two horticulture therapy programs.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	9500

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
803	Sociological and Technological Change Affecting Individuals, Families and Communities
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems
724	Healthy Lifestyle

Outcome #23

1. Outcome Measures

Increase in production as a result of an irrigation demonstration (%)

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	15

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
111	Conservation and Efficient Use of Water

Outcome #24

1. Outcome Measures

Volunteer support for urban horticulture therapy programs and nontraditional horticulture enterprises increased the amount of FTEs available to conduct programs (FTEs)

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	2

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle
803	Sociological and Technological Change Affecting Individuals, Families and Communities
102	Soil, Plant, Water, Nutrient Relationships
608	Community Resource Planning and Development
205	Plant Management Systems
125	Agroforestry
111	Conservation and Efficient Use of Water
604	Marketing and Distribution Practices

Outcome #25

1. Outcome Measures

Jobs created as a result of increased participation in ornamental horticulture programs.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	2

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems

Outcome #26

1. Outcome Measures

Youth participating in community gardens increased their annual activity levels (hours/year)

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	700

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
803	Sociological and Technological Change Affecting Individuals, Families and Communities
724	Healthy Lifestyle

205	Plant Management Systems

Outcome #27

1. Outcome Measures

Number of students mainstreamed from an alternative school to a regular school as a result (in part) of a community garden that was part of their daily routine.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	7

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
803	Sociological and Technological Change Affecting Individuals, Families and Communities
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems

Outcome #28

1. Outcome Measures

Percent knowledge gain about shiitake mushrooms and rainwater collection.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	45

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
125	Agroforestry
111	Conservation and Efficient Use of Water

Outcome #29

1. Outcome Measures

Increased income of 6 beekeepers and 1 shiitake mushroom producer as a result of demonstrations and workshops.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	1276

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems
125	Agroforestry

Outcome #30

1. Outcome Measures

The Moulton Farmers' Market that was established as a result of Urban Horticulture Workshops, reduced the number of miles each producer must drive to market (average miles saved/trip to market)

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:
Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	16

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
604	Marketing and Distribution Practices

Outcome #31

1. Outcome Measures
Dollar savings for each Moulton Farmers' Market producer due to the decrease in drive time and mileage to market produce.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:
Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	1085

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
604	Marketing and Distribution Practices

Outcome #32

1. Outcome Measures
Percent of producers indicating that they improved their income at the Moulton Farmers' Market compared to previous marketing experiences.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	82

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
604	Marketing and Distribution Practices

Outcome #33

1. Outcome Measures

Dollar value increase for watermelons as a result of bee pollination in by beekeepers trained by Urban Agents (estimated value).

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	55368

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems

Outcome #34

1. Outcome Measures

Number of acres pollinated by bee raised by beekeeper demonstrators.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	12

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
205	Plant Management Systems
102	Soil, Plant, Water, Nutrient Relationships

Outcome #35

1. Outcome Measures

Number of producers that took their produce to the New Moulton Farmers' Market.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	42

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
604	Marketing and Distribution Practices

Outcome #36

1. Outcome Measures

Gallons of rainwater saved/collected for commercial crop production irrigation.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	10000

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
111	Conservation and Efficient Use of Water

Outcome #37

1. Outcome Measures

Observed behavioral changes of horticulture therapy program participants.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Youth are one of our most valuable assets, yet their future is often thwarted by drugs, crime, peer pressure, depression, inactivity lack of self-esteem, poor parenting, early and unwed mothers, lack of role models/mentors, limited job opportunities and stress. Many of the horticulture therapy programs address some of these issues in an effort to modify behaviors, improve self-esteem, provide job skills and increase activity levels. County advisory boards, community leaders and program partners frequently ask for horticulture therapy program assistance for the participants/residents at attention/detention facilities, alternative schools, and group homes. Most communities cannot afford to hire horticulture therapists to conduct these programs and request the help of urban extension agents and their volunteers.

What has been done

Grant money, volunteers, plant sale money and donations have been used to establish community gardens, ornamental greenhouse production systems, and school gardens. These funds and volunteers are being used to establish horticulture therapy programs at Coosa Valley Youth Services, Bessemer Alternative School, Mobile County Training School, Bill Stewart Center (mentally and socially disadvantaged), 3-Springs School, the Osborne-Warren-Oden Recreational Center, Marshall County Technical School and Group Homes for Children. Horticulture is used to reduce the stress and help with behavior modification of the participants by conducting lectures, creating gardens, and through hands-on learning experiences in greenhouse production environments and plant sales

Results

Self- and supervisory evaluations were conducted with a large percentage of participants and partners. The quantitative data is reported elsewhere in this report but behavioral shifts of 18 to 25% were reported. While it is difficult to measure the observations and statements made by participants and partners, some of their comments are listed below:

o Boot camp recidivism is low and student feedback is positive regarding subject matter. The project has continued to expand since 1996. Their interactive work with the Anniston Museum of Natural History has resulted in major attention at the museum, increased support for the program, and verbal appreciation of gardens by local citizens.
o One of the volunteer staff of the Mobile County Training School recommended the program to the Judge responsible for the youth at the Strickland Youth center; a juvenile detention center.
o Students were at first hesitant to be a part of the garden, but once the program started student from other classes were participating in gardening activities. Students were requesting to be part of the garden.
o A school custodian places his order for collards and commented, Â”my family will eat healthy tonight.Â”
o The Teachers at Jonesboro Elementary stated several times that they did not have the skills to teach gardening and how much the children talked about the gardening classes. There were about 100 participants and often the teachers were asked when gardening day was. The Teachers also mentioned that the majority of the children answered questions on their science tests correctly related to the gardening lessons.
o Teachers at Abrams Elementary said that the children showed an increased interested in growing things. This program was preformed during the winter, so we grew seeds and other plants inside. They nurtured and took special care of their plants. This surprised the teachers. There were 75 students that participated and only 15 did not take an interest in their plants. Again the teachers expected this number to be much higher.
o Ms. Olivia Johnson at the Alternative school speaks very highly of the GEM program at her school. This is the 2nd year for this program at the school. I was surprised none of the 8 participants understood what self esteem meant. They learned to understand this concept and we brought it into the gardening lessons. Ms. Johnson also mentions the nurturing aspect of gardening and how she sees the participants wanting to take better care of other things.

4. Associated Knowledge Areas

KA Code	Knowledge Area
803	Sociological and Technological Change Affecting Individuals, Families and Communities
102	Soil, Plant, Water, Nutrient Relationships
724	Healthy Lifestyle
205	Plant Management Systems

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought,weather extremes,etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Programmatic Challenges
- Populations changes (immigration,new cultural groupings,etc.)
- Other (Bee Colony Collapse; Learning curve of new producers, fuel prices, grant funding decrease)

Brief Explanation

a) The downturn in the economy during the later part of 2008, the price of gas, changes in population, and competition from other volunteer programs all affect the personal priorities that influence our clients' decisions for budgeting time and money in day-to-day living.

b) Higher fuel prices; volunteers seeking employment and no longer able to volunteer

c) We were able to conduct Water Smart for our Advanced MG's due to grant funding from the Southern Region Water Quality Project

d) Learning how to create and deliver high quality evaluation instruments for programs is a challenge when we lack a professional within ACES to assist agents in this task; the challenge is to simultaneously plan program logistics, develop programs, deliver programs and then independently learn how to create evaluation instruments The poor economy has resulted in fewer monetary donations and lessened spending at fund raising plant sales.

e) The drought was responsible for the reduction of plant sale income and the decline in new plantings at the museum gardens and other community gardens and reduced production and quality and forced many producers to learn about irrigation and the benefits.

f) Rotation of youth in classes and in and out of programs makes it difficult to evaluate the program effectively.

g) People always appear to be interested but when it is time to implement the program the Extension Agent is left all alone.

h) Due to the lack of volunteer and /or parental involvement the initial garden establishment was done solely by the students who took more time than expected and planting was delayed. Parents and volunteers also bring order and discipline, which was absent.

i) Loss of property on which garden was established.

j) The youth gardening program in the Bessemer Elementary schools (GEM Program) had a miscommunication amongst partners that caused the program to not perform as it should have. k) Bee colony collapse claimed over 35% of US colonies during the winter of 2007-8. However, over 51% were lost in the demonstrations, some of which can be attributed to beekeeper neglect. l) New producers at the Farmers' Market did not know enough about vegetable varieties, ways to extent the crop season and irrigation.

V(I). Planned Program (Evaluation Studies and Data Collection)

1. **Evaluation Studies Planned**
   - Before-After (before and after program)
   - During (during program)

Evaluation Results

The Traditional Horticulture Programs were evaluated with the following results:

1. MG ETP had impact value=$2,240,172 and = to 534 full time employees (FTEs):

2. 559 MG's contributed 5,892 vol hours ($106,056) to the Helpline, a tollfree number assisting 4,375 clients with gardening questions and problems.

3. 5,783 hours ($104,267) were contributed by 1,984 Master Gardeners in other areas of ACES support, such as assisting Extension programs, or conducting school programs such as Outdoor Classrooms. Notable projects included: informational booths at plant sales/clinics, at local and county fairs, and a Heritage Festival; assistance at a County Water Festival; installed drip irrigation demo's to educate the public; BMP wksps for homeowners; horticulture therapy for hospice patients and adult daycare clients; landscaping play and common areas at crisis centers, grief counseling buildings, and hospice homes; benefit plant sales; sponsoring a Farmers' Market which educated the advantages of sustainable, local food production as well as providing for community access to fresh, nutritious local produce.

4. 86% of respondents at a RIFA workshop/demo said they will use the "two step" method of mgt. This method is preferred due to decrease in cost per acre, more effective control for longer period, and decreased toxic threat to people, pets and wildlife. (ANR – 1297)

5. 44% of respondents at a RIFA workshop/demo responded they will change their RIFA mgt due to a new knowledge of cost savings

6. 3262% of respondents at two Backyard Tomato workshop/demo's responded they learned planting and training techniques for better fruit production

7. 22% of respondents at one Backyard Tomato workshop/demo responded they learned the basics of drip irrigation installation for the home garden. Drip irrigation reduces weed growth, is up to 90% efficient and can reduce expenses associated with municipal water. (CSU Extension fact sheet 7.239)

8. 96% of respondents at a Backyard Blueberry workshop/demo responded they'll increase consumption of blueberries as a result of our workshop. Blueberries benefit human health with high levels of essential dietary minerals and dietary fiber, and have a role in reducing risks of some diseases. (USDA Nutrient Data National Cancer Inst)

9. 11 behavioral questions were asked of 82 of 256 at risk program participants.

a. improved their behavior by 16.1%

b. grades and attitude toward school +7.1%

c. activity levels +21.75%

d. attitude toward getting and keeping a job +18.1%.

10. Hort therapy program partners evaluated changes they observed in participants by evaluating 8 categories of behavior:

a. 45% noted an extremely positive change

b. 61% improvement in participants' self esteem and responsibility

c. 79% an improvement in discipline

d. 85% an increase in activity levels and motivation to finish high school

e. valued the programs at $873,115.

11. A 2007 study of the Coosa Valley Youth Services Ctr found that:

a. 70% of the alumni surveyed are back in school or seeking a GED

b. 34% have jobs

c. 102 graduates each year obtain jobs and generate a combined annual income of $1+ million their first year after CVYS with aggregated economic impact estimated ~$4+ million annually

12. An evaluation of the Moulton Farmers' Market determined:

a. 94% had less than 10 acres

b. 83% of producers reported the market increased their returns

c. reduced travel by 16.1 miles/producer/market visit (~1,000 miles/ year/each producer) saving each ~$1,085 per year for gas, vehicle maintenance, and time spent traveling

d. average sales per day = $216/producer; weekly sales for 82% of the respondents were $262

e. 89% of customers found what they wanted at the market and replied they would probably or definitely return

f. 79% plan to increase the quantity of produce purchased

Key Items of Evaluation

1. The Urban Affairs and New Nontraditional Programs Unit had the following key Impacts:

2. 180 meetings/field days for 1,669 clients on: community and ornamental gardening, environmental landscaping, small fruit, vegetable and organic production, rainwater collection, shiitake mushrooms, farmers' markets and beekeeping

3. 28,000+ visits/tours of rainwater collection, shiitake mushroom or beekeeping demo's

4. 97 publications, newspaper articles, radio and TV programs on horticulture topics were distributed to or potentially viewed/heard by 2,126,612 clients

5. 5 grants were received = $30,896

6. Plant sales generated $9500 sustaining two horticulture therapy programs

7. $70,000 was contributed to build a farmers' market - the site of ~$113,000 sales its first year

8. +82% of producers indicated that their income increased as a result of the market

9. Producers saved ~$1,035/producer/year in travel costs and travel time

10. Rainwater collection demonstrations harvested 10,000 gallons of water

11. Demonstrator income increased $56,275

12. Clients increased their knowledge by 49.5%.

13. At risk horticulture therapy program participants improved their behavior by 16.1%

a. grades and attitude toward school improved by 7.1%

b. 21.8% increase in activity level

c. increase of 18.1% in attitude toward getting and keeping a job.

14. Program partners felt participant school grades and behavior improved 45%

a. 61% an improvement in self esteem and sense of responsibility

b. 79% an improvement in discipline

c. 85% an increase in motivation to finish high school

d. Valued programs at $873,115

15. Volunteers in this program = 2.6 FTEs or 4,799 volunteer hours saving $86,627 in salaries to deliver same or similar programs

16. Traditional Horticulture Programs had the following Impacts:

17. MG volunteer assistance to ACES and Alabama = 534 full time employees and $2,240,172

18. Traditional Home Grounds programming Agents conducted a record number of workshops/demo's under the 2008 Backyard BMP project – 81 compared to 28 in 2007

19. In 2007 we had 955 participants; in 2008 we had 4,426 participants.Examples of workshop/demo's were: fire ant mgt; drip irrigation; growing tomatoes and blueberries; and general BMP's for home landscapes

20. Surveys and pre/post tests indicated participants' knowledge gain and a desire to change behavior:

a. 86% of respondents at a RIFA workshop/demo said they'll use the "two step" mgt method. This method decreases cost per acre, is more effective control for longer period, and decreases toxic threat to people, pets and wildlife

b. 3262% of respondents at two Backyard Tomato workshop/demo’s responded they learned planting/training techniques for better fruit production

c. 22% of respondents at one Backyard Tomato workshop/demo responded they learned the basics of drip irrigation installation. Drip irrigation reduces weed growth, is up to 90% efficient and reduces expenses associated with municipal water

d. 96% of respondents at a Backyard Blueberry workshop/demo responded they'll increase consumption of blueberries as a result of our workshop. Blueberries benefit human health with high levels of essential dietary minerals and dietary fiber, and have a role in reducing risks of some diseases

Program #3

V(A). Planned Program (Summary)

1. Name of the Planned Program

4-H and Youth Development

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
724	Healthy Lifestyle	20%	0%		
802	Human Development and Family Well-Being	20%	0%		
803	Sociological and Technological Change Affecting Individuals, Families and Communities	10%	0%		
806	Youth Development	50%	100%		
	Total	100%	100%		

V(C). Planned Program (Inputs)

1. Actual amount of professional FTE/SYs expended this Program

Year: 2008	Extension		Research	
	1862	1890	1862	1890
Plan	47.0	32.2	0.0	0.0
Actual	77.9	4.4	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
1623942	230194	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
1701485	256204	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
5704227	518894	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

ETP 22 A4-H Volunteerism - 4-H Club kits provided to 4-H team; training offered at Volunteer Association Conference; staff trained on volunteer screening and training guidelines, auditing procedures, and Youth Adult Partnerships; volunteerism tour to Iowa for staff; funds raised for volunteerism through Golf Classic

ETP 22 B1Junior Master Gardener - groups organized, trainings offered to teachers and volunteers

ETP 22 B2Maximum Power: 4-H Energy Education - energy workshops for youth, education booths at field days and community events

ETP 22 B3Natural Resources & Environmental Education - ATV Safety Institute's Rider Course taught to adult volunteers who in turn taught the course for youth and Fit To Ride curriculum taught to youth; natural resource camps; shooting sports events; forestry and wildlife programs and field days

ETP 22 B4Science & Technology Literacy - Space Day at U.S. Space & Rocket Center; Robotics, Rocketry, and Design Solutions kits distributed to staff and volunteers for youth programming at the local level

ETP 22 B5Youth Animal Science - livestock shows; educational camps, workshops, and clinics; judging and educational events

ETP 22 C1Family and Consumer Sciences - Contests: chicken-que, chef 4-H, healthy living for life exhibit; Programs: nutrition, exercise, etiquette, safety, health

ETP 22 C2Just Move Alabama - Just Move Alabama! materials and training presented to multi-state audiences and external audiences

ETP 22 C3T.G.I.F. (Teens Getting Involved for the Future) - Teens Leaders trained to teach "Managing Pressures Before Marriage" curriculum to 6th graders

ETP 22 D1Leadership, Citizenship, and Communications - Delegates to: Southern Region Teen Leadership Conference, National 4-H Conference, Citizenship Washington Focus, and National 4-H Congress; Mid-Winter Retreat planned and conducted by State 4-H Council;In-State Programs: Junior Leadership Confernce and Citizenship Alabama Focus

ETP 22 D2Creative Arts - Contests: Speak Up Alabama, Have I Got A Story!, Extreme Birdhouse, Blocks Rock, Alabama Quilters, The World I See or Imagine, $15 Challenge, and What Wood U Build?

ETP 22 D3War on Hunger - curriculum and projects

ETP 22E Youth Leadership and Community Service Learning: Organization ofleadership and volunteer programs in after school and school based settings targeting urban youth.

ETP 22F Teens Making Impact (TMI);Organization of TMI groups for curriculum training; and preparation, for Teen and Tweens Empowerment Conference

ETP 22G Volunteer In Urban Programs (VIP):Volunteer recruitment, training, and placement.Urban staff training provided; volunteer recognition program conducted to show service appreciaion.

2. Brief description of the target audience

The primary target audience is youth between the ages of 5 and 19 years old and adult volunteer leaders who work with these youth. Using Kids Count Data and US Census Data, the target population is 50% male and 50% female; 65% white, 32% black, and 3% other; 6% is Hispanic; 60% are rural and 40% are urban.

V(E). Planned Program (Outputs)

1. Standard output measures

Target for the number of persons (contacts) reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	100000	300000	250000	500000
2008	31506	1288457	443986	5736807

2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

Year	Target
Plan:	0
2008 :	0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

	Extension	Research	Total
Plan	0	0	
2008	10	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- This program area will include numerous output activities and methods as part of the Extension Team Projects (ETPs) which are described/explained in the prior "outcome activities and methods sections." The success of many of these outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the ETPs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity.

Year	Target	Actual
2008	14	15

Output #2

Output Measure

- ETP 22E Youth Leadership and Community Service Learning was implemented to provide youth with the support, peer and community networks and leadership skills that enable them to make meaningful community contributions and to have an effective lifelong journey of leadership and service.

Year	Target	Actual
2008	{No Data Entered}	0

Output #3

Output Measure

- Expansion of youth and organizational partnerships that benefit communities as well as provide support for educational systems through volunteerism.

Year	Target	Actual
2008	{No Data Entered}	0

Output #4

Output Measure

- Fostering the development of skill sets in youth that would contribute to successful employment and career opportunities.

Year	Target	Actual
2008	{No Data Entered}	0

Output #5

Output Measure

- ETP22F Teens Making Impact(TMI)is an urban program focused on providing teens with information that support the development of skills for making sound career decisions, engaging in effective communication, pursuing healthier lifestyles, and to better understand governmental issues and the role of productive citizens. A Teens and Tweens Empowerment conference was implemented as a culminating event for youth enrolled in TMI.

Year	Target	Actual
2008	{No Data Entered}	0

Output #6

Output Measure

- ETP22G Volunteer in Urban Programs was designed to recruit, enroll, and train volunteers through a structured program that captures the quantitative and qualitative value of volunteer services provided to the Urban Affairs and New Nontraditional Programs Unit of the Alabama Cooperative Extension System.

Year	Target	Actual
2008	{No Data Entered}	525

Output #7

Output Measure

- Growth in 4-H volunteer led clubs has been the goal in Alabama during the past four years. In the 07-08 club year a total of 1455 clubs where chartered with 462 of them being volunteer led; specifically 125 community clubs, 99 in-school volunteer-led clubs, 163 special interest clubs, 60 after-school clubs, and 15 military clubs.

Year	Target	Actual
2008	{No Data Entered}	1455

Output #8

Output Measure

- Volunteers are key to the growth of the Alabama 4-H program. In the 07-08 club year, 2411 volunteers were active; specifically 897 direct volunteers that were screened and trained to work with youth in the absense of a 4-H staff person, and 1357 indirect volunteer who served as a resource assisting a direct volunteer and/or staff.

Year	Target	Actual
2008	{No Data Entered}	2411

Output #9

Output Measure

- Youth experience belonging, independence, mastery, and generosity when they enroll as a 4-H member and join a 4-H club. Of the 33,497 4-H members in the 07-08 club year, 25,542 (76%) were members of agent-led in school clubs,and 7,955 were members of volunteer-led clubs.

Year	Target	Actual
2008	{No Data Entered}	33497

Output #10

Output Measure

- Approximately 100 ACES staff contribute work days to 4-H planned programs. Volunteerism ETP - 2565 days. Science, Engineering, and Technolgy ETPs - 2782 days. Healthy Living ETPs - 1865 days. Leadership & Citizenship ETPs - 2460 days. Total days - 9633.

Year	Target	Actual
2008	{No Data Entered}	9633

Output #11

Output Measure

- Each year 4-H Priority Team Members attend a three or four day training at the Alabama 4-H Center where they receive youth development training and programmatic training. In 2008 featured training was on Youth Adult Partnerships, War on Hunger Curriculum, and Renewable Energy Curriculum and Kits. In addition to this annual meeting, all staff were invited to a Globalize Me training. 4-H staff throughout the staff participate in quarterly meetings via desktop video conferencing.

Year	Target	Actual
2008	{No Data Entered}	100

Output #12

Output Measure

- Several new publications were authored and distributed. Two new publications will help Alabama celebrate our 100 years of 4-H, the War On Hunger curriculum (including over 30 lesson plans) was distriburted to all county offices, and three energy kits (Maximum Power, Wind Energy, and Solar Energy) along with lesson plans was distributed to all regions. In addition 3 publications vital to our volunteer screening and training process were revised, as was the 4-H Center marketing brochure.

Year	Target	Actual
2008	{No Data Entered}	10

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O No.	OUTCOME NAME
1	A major outcome measure for 4-H and Youth Development for the 2007 – 2011 program cycle will be the growth in the number of registered and screened volunteer leaders.
2	Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.
3	Urban Regional Extension Agents conducted youth leadership institutes throughout multi-county areas within the state targeting urban youth.
4	An urban focused youth volunteer program, Alabama Community Training in Volunteer Education (Active), was successful in its efforts to recruit and engage students in community service. An ACTIVE volunteer expo conducted during the school fiscal year attracted approximately 600 students.
5	Various community partnerships were forged through the implementation of leadership and volunteer programs including, local youth serving agencies such as the Boys and Girls Clubs, Girls.Inc., county commissioners, school systems, and city chamber of commerce units.
6	Approximately 400 youth participated in the TMI program and the Teens and Tweens Empowerment conference attracted over 200 participants.
7	Through the VIP program, ACES' Urban unit will realize an increase serviceablility to clientele. A total of 5,080 hours were generated through service.
8	SET (Science, Engineering, Technology) Mission Mandate - Alabama's contribution to the national goal of 1 million new young people to excel in science, engineering, and technology by 2013.
9	Healthy Living 4-H Mission Mandate - Positive changes in the physical, mental, and emotional health of youth in Alabama.
10	Youth as Citizens 4-H Mission Mandate - By connecting to their communities and leaders, youth understand their role in civic affairs and are able to expand their role in decision-making processes.

Outcome #1

1. Outcome Measures

A major outcome measure for 4-H and Youth Development for the 2007 – 2011 program cycle will be the growth in the number of registered and screened volunteer leaders.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	1200	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

9.3% growth in # of Special Interest Clubs
22% growth in # of After-School Clubs
88% growth in # of Military Clubs
17% growth in # of Adult Volunteers screened and trained
12% growth in # of Resource Volunteers
Economic Impact of the 2411 volunteer hours = $282,231
$12,586 profit from 4-H Golf Classic - used to support volunteerism
$3,500 Monsanto grant for volunteerism

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development
802	Human Development and Family Well-Being
724	Healthy Lifestyle
803	Sociological and Technological Change Affecting Individuals, Families and Communities

Outcome #2

1. Outcome Measures

Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.
Not reporting on this Outcome for this Annual Report

Outcome #3

1. Outcome Measures

Urban Regional Extension Agents conducted youth leadership institutes throughout multi-county areas within the state targeting urban youth.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

Youth participants developed leaderskills and demonstrated the application of knowledge gained through their perfomance in conducting a community service project.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #4

1. Outcome Measures

An urban focused youth volunteer program, Alabama Community Training in Volunteer Education (Active), was successful in its efforts to recruit and engage students in community service. An ACTIVE volunteer expo conducted during the school fiscal year attracted approximately 600 students.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

ACTIVE participants generated a total of 13,600 volunteer hours. Additionally, youth demontrated an increased understanding and awareness of community needs; and an increased sense of civic engagement.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #5

1. Outcome Measures

Various community partnerships were forged through the implementation of leadership and volunteer programs including, local youth serving agencies such as the Boys and Girls Clubs, Girls.Inc., county commissioners, school systems, and city chamber of commerce units.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

The community partnerships provided the following benefits: enhanced community service activities; increased capacity of human resources to address local community needs; enhanced contributions to community development and sustainability; and,a positive impact on funding for school sytems.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #6

1. Outcome Measures

Approximately 400 youth participated in the TMI program and the Teens and Tweens Empowerment conference attracted over 200 participants.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

Based on TMI progam participant evaluations; 90% improved in decision making skills; 71% improved in public speaking skills; 72% improved skills in interviewing and collecting information, and 92% improved skills in practicing acceptable social behavior.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #7

1. Outcome Measures

Through the VIP program, ACES' Urban unit will realize an increase serviceablility to clientele. A total of 5,080 hours were generated through service.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:
Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	99110

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Volunteers made the following comments regarding program participation;
'networking with other professionals in the community, sharing of ideas to help youth and families helped to enhance volunteer skills'; 'helping others causes one to appreciate and enjoy life'; and, 'volunteering helped me to feel better about myself'.

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #8

1. Outcome Measures
SET (Science, Engineering, Technology) Mission Mandate - Alabama's contribution to the national goal of 1 million new young people to excel in science, engineering, and technology by 2013.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The United States is falling dangerously behind other nations in developing its future workforce of scientists, engineers, and technology experts.

What has been done

24 Junior Master Gardner (JMG) Groups registered
14 Chartered JMG 4-H clubs
36 Sources of Energy Kits distributed to staff and volunteers
36 Wise Use of Energy Kits distributed to staff and volunteers
$100,000 provided for livestock exhibitor premiums and scholarships

Results

3500 youth participating in local forestry clubs, tours, and field days
29 new shooting sports instructors certified
4000 youth learned safety techniques and shooting skills; 157 youth competed with assistance from 23 coaches and 21 event volunteers.
11,838 youth participated in local wildlife clubs, tours, and field days; 50 youth competed with assistance from 20 coaches

4. Associated Knowledge Areas

KA Code	Knowledge Area
803	Sociological and Technological Change Affecting Individuals, Families and Communities
806	Youth Development
724	Healthy Lifestyle

Outcome #9

1. Outcome Measures

Healthy Living 4-H Mission Mandate - Positive changes in the physical, mental, and emotional health of youth in Alabama.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

234 Teen Leaders receiving 30 hours of training to teach six-session abstinence-until-marriage series to 6th graders in 29 schools representing 6 counties
$113,752 grant from the Alabama Department of Public Health for T.G.I.F., with in-kind match of $86,441 and a state match of $13,569, for a total program value of $213,762

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle
802	Human Development and Family Well-Being
806	Youth Development
803	Sociological and Technological Change Affecting Individuals, Families and Communities

Outcome #10

1. Outcome Measures

Youth as Citizens 4-H Mission Mandate - By connecting to their communities and leaders, youth understand their role in civic affairs and are able to expand their role in decision-making processes.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:
Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Civic engagement provides the foundation that helps youth understand the big picture of life and learn the skill sets that will allow them to become wise leaders for the 21st centur.

What has been done

Alabama youth showed strong support for state events. Over hundred-thirty youth attended Mid-Winter Teen Leadership Retreat for Senior age 4-Hers, and 87 youth attended the Youth Leadership Conference for Junior and Intermediate age 4-Hers. For the first time, Alabama 4-H held a state-wide Citizenship Alabama Focus event for older youth - an opportunity to explore government at the state level in preparation for the national trip to Washington D.C. Sixty-eight youth attended the three-day event at our state capitol in Montgomery.

$40,000 OMK Grant funded
$30,000 Military Club Grant funded

Results

5,821 youth serving as club officers
160 youth serving on 4-H Regional or State Councils

Clubs and Regional Councils engaged in numerous community service projects. Just to name a few: building Eastern Bluebird houses for school campuses, a fund raiser for Amyotropic Lateral Sclerosis (better known as Lou Gehrig's disease), hosting visitors from Russia as part of the sixth Open World Program, fun days for special needs youth, and reading programs for pre-school children.

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families and Communities
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Appropriations changes
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration,new cultural groupings,etc.)

Brief Explanation

Alabama 4-H Youth Development began feeling the challenges associated with the economy during the 2008 program year.We shifted some resources to focus on programs such as Thriving in Challenging Times.We also were hoping to fill six needed Regional Extension Agent positions and did not get to proceed.We were asked near the end of the year to cut our budget for support by 10% and did so with travel.These latest changes will mainly impact 2009.

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

- Before-After (before and after program)
- During (during program)

Evaluation Results

As a result of 4-H education, youth report that

97% can identify alternative energy sources

82% know that non and renewable sources can make electricity

80% know that renewable energy sources are always available

98% can shoot a bow or firearm safely

97% know the range rules and commands

94% understand why trees are important to the environment

93% now what a predator is

92% know seasonal appropriate ATV equipment and clothing

95% can identify beef-by products

87% can provide a safe environment for dogs

100% know self-esteem is important for healthy living

97% can make healthy food choices

90% get the right amount of exercise

89% properly wash their hands

89% recognize the dangers of unsafe farm practices

83% know the importance to watch food portions

81% bath and brush teeth each day

81% now where he/she should and should not ride an ATV

90% made friends who are different than them

89% make a difference in their community by helping people

84% listen to different ideas

80% can solve problems

100% use good artistic technique

100% can create something new

95% make choices about what they like

82% can communicate through words, artwork, pictures, or other ways

84% know how hunger affects women and children

79% are more aware of hunger issues around the work

77% know some ways they can make a difference

Reaching over 13,000 people with energy education, resulting in each changing one incandescent light bulb to fluorescent saves 3,666,000 kilowatt hours, $340,938, and 5.3 million pounds of green house gases annually.

As a result of urban programming, TMI program participants' evaluations revealed the following; 90% improved in decision making skills; 71% improved in public speaking skills; 72% improved in areas of interviewing and data collecting; and 92% improved skills in practicing acceptablesocial behavior.Youth enrolled in leadership and volunteer programs demonstrated knowledge gained in career options; learned the significance of long-term commitment through volunteer service; and,showed positive increases in peer to peer relationships.

Key Items of Evaluation

Alabama 4H is an innovative, responsive leader in developing youth to be productive citizens and leaders in a complex and dynamic society. Our vision is supported through the collaborative, committed efforts of Extension professionals, youth and volunteers. Positive youth development is guided by scientific research. National 4-H Headquarters, USDA adopted a positive youth development model based on theory, research and practice (L.Brendtro, M.Brokenleg, and S.Van Bockern). In this model, those who work in youth development programs strive to create effective programs and safe environments that meet the four basic needs of youth: mastery, belonging, independence, and generosity. These four areas parallel the traditional four Hs – head, heart, hands, and health. In the 2008 program year over 200 adults and 3,000 youth provided self-reported survey data on perceived positive effect on knowledge, ability and actions as it relates to these four basic needs: mastery, belonging, independence and generosity.

Youth:
60% Think about different ways to complete a project (Independence)
61% Can make a plan and stick to it(Mastery)
77% Have a skill pthey are proud of(Mastery)
60% Make good choices(Independence)
75% Want to make a difference in school, church or community (Generosity)
66% Look for ways to help others (Generosity)
63% Feel like friends listen and care about them (Belonging)
55% Feel comfortable sharing ideas with adults (Belonging)

Adult:
93% Think about different ways to complete a project (Independence)
90% Can make a plan and stick to it (Mastery
100%Have a skill they are proud of (Mastery)
83% Make good choices (Independence)
100%Want to make a difference in school, church or community (Generosity)
100%Look for ways to help others (Generosity)
93% Feel like friends listen and care about them (Belonging)
87% Feel comfortable sharing ideas with adult (Belonging)

Program #4

V(A). Planned Program (Summary)

1. Name of the Planned Program

Forestry, Wildlife, and Natural Resources

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
123	Management and Sustainability of Forest Resources	30%	0%		
124	Urban Forestry	10%	80%		
125	Agroforestry	10%	0%		
134	Outdoor Recreation	25%	10%		
135	Aquatic and Terrestrial Wildlife	15%	10%		
136	Conservation of Biological Diversity	10%	0%		
	Total	100%	100%		

V(C). Planned Program (Inputs)

1. Actual amount of professional FTE/SYs expended this Program

Year: 2008	**Extension**		**Research**	
	1862	**1890**	**1862**	**1890**
Plan	20.7	4.3	0.0	0.0
Actual	20.4	3.8	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		**Research**	
Smith-Lever 3b & 3c	**1890 Extension**	**Hatch**	**Evans-Allen**
365167	200237	0	0
1862 Matching	**1890 Matching**	**1862 Matching**	**1890 Matching**
445090	222862	0	0
1862 All Other	**1890 All Other**	**1862 All Other**	**1890 All Other**
3064026	451366	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

The primary activities in this area are 3 statewide Extension Team Projects.These are:

ETP18A - Saving Towns Through Asset Revitalization (STAR) - U&NNTP: Organization of nontraditional greenspace and human dimension approaches in diverse settings targeting intergenerational audiences.

ETP18B - Wildlife Management - 2 broad categories: 1) wildlife enhancement (e.g., food plots for deer, birdhouses for bluebirds) and 2) wildlife damage management (e.g., squirrels in the attic, beaver flooding timber, feral pigs destroying crops).

ETP18F - Urban and Community Forestry - This ETP will reach out to Alabama communities and citizens interested in developing and/or strengthening an organized approach to city tree management through educational programs, including tours, seminars, workshops and trainings in urban forestry. It targets diverse audiences of professionals, laymen, volunteers and youth, as well as encourages participation in the Tree City, USA program, Arbor Day Contests and observances, Tree & Beautification Board Academy, and other continuing education and professional development offerings.

Each project includes a variety of educational activities. Detailed descriptions of the activities of these projects are available on the ACES intranet.

2. Brief description of the target audience

The clientele is extremely diverse for this ppt.The clentele range from those experiencing damage to their property to deer hunters, from urban tree husbandry to commercial forestry operations, nontraditional programming to address urban issues to traditional extension programming related to managing fish ponds and more.

V(E). Planned Program (Outputs)

1. Standard output measures

Target for the number of persons (contacts) reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	45000	162000	23000	83000
2008	36829	164348	23710	94348

2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

Year	Target
Plan:	0
2008 :	0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

	Extension	Research	Total
Plan	0	0	
2008	10	0	5

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- This program area will include numerous output activities and methods as part of the Extension Team Projects (ETPs) which are described/explained in the prior "outcome activities and methods sections." The success of many of these outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the ETPs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity.

Year	Target	Actual
2008	6	0

Output #2

Output Measure

- Saving Towns thru Asset Revitalization creates, implements and supports faith-based organizations, family and youth development agenices, and rural/urban municipalities that need new and nontraditional efforts in the human dimensions of greenspace development.

Year	Target	Actual
2008	{No Data Entered}	0

Output #3

Output Measure

- Saving Towns thru Asset Revitalization (STAR) implements Tree City USA and arbor programs for community and neighborhood improvement in marginal and resource-limited areas.

Year	Target	Actual
2008	{No Data Entered}	0

Output #4

Output Measure

- Backyard Wildlife; The Good, The Bad, and The Ugly - this project teaches homeowners how to attract 'desireable wildlife' to their property (the good) and how to manage for reducing atractiveness to 'undesirable wildlife' (the bad and ugly).

Year	Target	Actual
2008	{No Data Entered}	2500

Output #5

Output Measure

- Urban Forest 'Strike Team' - Team concept will be researched and devloped tohave team prepared should an environmentally-caused disaster hit the Alabama Gul Coast.

Not reporting on this Output for this Annual Report

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O No.	OUTCOME NAME
1	A major outcome will be the increase in active, viable county forestry and wildlife committees.
2	Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.
3	Established outdoor learning classrooms, faith gardens, songbird recovery trails, bee education, aquatic life programs, arbor and Tree City USA programs and geocaching using GPS youth development programs. Success stories posted on ACES Intranet are indicative of the level of impact from the implementation of Saving Towns thru Asset Revitalization (STAR).

Outcome #1

1. Outcome Measures

A major outcome will be the increase in active, viable county forestry and wildlife committees.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	35	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The County Forestry/wildlife Committees help keep the citizens informed about issues affecting the natural resources of our state.

What has been done

County committees have been used for years to help ensure sound management of our natural resources. Many of these committees have stopped being active and need to be revitalized.

Results

As county committees became reactivated, they identified, and will continue to identify, program needs and work to form bonds within the county and outside the county. These unified stakeholders will work to ensure wise stewardship of our resources.

4. Associated Knowledge Areas

KA Code	Knowledge Area
124	Urban Forestry
135	Aquatic and Terrestrial Wildlife
125	Agroforestry
136	Conservation of Biological Diversity
123	Management and Sustainability of Forest Resources
134	Outdoor Recreation

Outcome #2

1. Outcome Measures

Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	12	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Success stories are documentation of our effort to provide the public or a specific interest group with materials that demonstrate ACES' ability to remain relevant.

What has been done

Our team looks for ways to showcase traditional and nontraditional programs related to natural resource management. The wild pig workshops are a good example; Dr. Mark Smith (Extension Wildlife Specialist) saw the need for these workshops and, working in conjunction fellow Extension Specialist Dr. Jim Armstrong and several REAs, obtained a grant from the Berryman Institute. This funding helped sponsor workshops all over the state and in Mississippi.

Results

These workshops have averaged approximately 45 attendees each. Workshops were conducted during the day and attended by farmers who literally 'left the tractors in the field' to come to the workshops. This is a good indicator of the importance of these workshops.

4. Associated Knowledge Areas

KA Code	Knowledge Area
123	Management and Sustainability of Forest Resources
125	Agroforestry
135	Aquatic and Terrestrial Wildlife
124	Urban Forestry
134	Outdoor Recreation
136	Conservation of Biological Diversity

Outcome #3

1. Outcome Measures

Established outdoor learning classrooms, faith gardens, songbird recovery trails, bee education, aquatic life programs, arbor and Tree City USA programs and geocaching using GPS youth development programs. Success stories posted on ACES Intranet are indicative of the level of impact from the implementation of Saving Towns thru Asset Revitalization (STAR).

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Clientele feedback indicates a 80% mastery of the materials presented in training nd demonstration sessions that enabled them to improve lives of marginal clients.

What has been done

Knowledge-based training programs have been delivered, application demonstrations and agent-assisted programming were delivered to diverse audience groups.

Results

Through STAR's greenpace programming as reflected from participant comments, families and communities were strengthen, social ties were improved,environmetnal appreciation was enhanced and outdoor participation increased.

4. Associated Knowledge Areas

KA Code	Knowledge Area
134	Outdoor Recreation
135	Aquatic and Terrestrial Wildlife
124	Urban Forestry

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought,weather extremes,etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration,new cultural groupings,etc.)

Brief Explanation

All of the factors above can (and do) have an effect on ACES programming.However, the primary external factor that is effecting our work is the economy; it is simply too expensive for agents or clientele to travel.

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

- Before-After (before and after program)
- During (during program)
- Comparisons between program participants (individuals,group,organizations) and non-participants

Evaluation Results

Evaluation of programs is essential if Extension programming is to remain relevant to Alabama.For example: the STAR program improved the way Alabama residents interacted with the assets within the urban forest for positive individual, family, and community development.These programs included Tree City USA; Honey Bee Preservation, Song Bird Recovery Project, and Using GPS/Geocaching in the urban forest. Landowners have benefited from programs regarding wild pig management, white-tailed deer management, backyard wildlife, and coyote management.

Key Items of Evaluation

These 2 programs below are examples of ACES evaluations of effective programming:

STAR program - emphasis for this program centered on knowledge gained by participants, as well as, oraland written feedback regarding the impact of the human dimensions and green space development.

Wild Pig Management - As a general rule, farmers will not come to a mid-day meeting when there are field to plow, etc; however, these workshops, conducted in the middle of the day, have been attended by an average of 45 clientele.This is an indicator of the importance and timeliness of this issue.

Program #5

V(A). Planned Program (Summary)

1. Name of the Planned Program

Food Safety, Preparation, and Preservation

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
501	New and Improved Food Processing Technologies	10%	0%		
503	Quality Maintenance in Storing and Marketing Food Products	10%	0%		
504	Home and Commercial Food Service	10%	0%		
711	Ensure Food Products Free of Harmful Chemicals, Including Residues from Agricultural and Other Sourc	35%	0%		
712	Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins	35%	0%		
	Total	100%	0%		

V(C). Planned Program (Inputs)

1. Actual amount of professional FTE/SYs expended this Program

Year: 2008	Extension		Research	
	1862	1890	1862	1890
Plan	11.1	0.0	0.0	0.0
Actual	10.4	0.0	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
189125	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
228118	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
884536	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

ETP 17a: The Food Safety, Preservation and Preparation PPT trained 1428 Food Service workers across the state. A total of 94 classes have been taught by 9 REA's.This training course has a very tough exam at the end of the course and once the individual has passed the test they become certified for 5 years. Of the 1428 completing the class, 80% of the individuals were able to pass the class and become certified.. This year, we offered 5 Serving It Safe classes while training 228 individuals.This course is also offered to line workers to advance their food safety education because the ServSafe certification is not required of all employees, yet the manager recognizes the need for food safety education. Four HACCP classes were taught to Child Nutrition Workers in which 94 individuals were trained. .

2. Brief description of the target audience

ETP 17a: The primary target audience is the food service workers.These workers come from the Child Nutrition Programs, restaurants, grocery store deli operations and other groups that serve food.

V(E). Planned Program (Outputs)

1. Standard output measures

Target for the number of persons (contacts) reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	34000	142000	21000	87000
2008	32973	2578959	16798	98753

2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

Year	Target
Plan:	0
2008 :	0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

	Extension	Research	Total
Plan	0	0	
2008	2	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- This program area will include numerous output activities and methods as part of the Extension Team Projects (ETPs) which are described/explained in the prior "outcome activities and methods sections." The success of many of these outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the ETPs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity.

Year	Target	Actual
2008	3	3

Output #2

Output Measure

- ETP 17a: A total of 1428 individuals completed the ServSafe Training Curriculum. ETP 17c: A total of 39 clients were assisted in starting a food business and correct labeling standards. A total of 14 individauls took the Better Process Control Course

Year	Target	Actual
2008	{No Data Entered}	1481

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O No.	OUTCOME NAME
1	A major outcome will be the number of food service workers who participate in Extension sponsored Food Safety Training.
2	Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.
3	Food Service Workers Knowledge and Behavior change
4	Food Entrepreneur Knowledge and Behavior Changes

Outcome #1

1. Outcome Measures

A major outcome will be the number of food service workers who participate in Extension sponsored Food Safety Training.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	250	1428

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
504	Home and Commercial Food Service
712	Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins
711	Ensure Food Products Free of Harmful Chemicals, Including Residues from Agricultural and Other Sourc
501	New and Improved Food Processing Technologies
503	Quality Maintenance in Storing and Marketing Food Products

Outcome #2

1. Outcome Measures

Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	12	1750

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Results from the Food Safety Trainings have shown an increase in food safety knowledge. Eighty (80%) percent of the individuals taking the ServSafe classes have met the criteria for certification. With this certification Food Service Workers will be able to obtain employment as supervisors and increase their quality of life. While these individuals are better qualified employees, this program looks to reduce the numbers of food bourne illnesses in the state of Alabama. We have seen inspection scores increase and food safety standards increase in those facilities that have completed the ServSafe course

What has been done

At the end of 2008 the Food Safety, Preservation and Preparation PPT trained nearly 1428 Food Service workers across the state. A total of 94 ServSafe classes have been taught by 9 REA's. We have also offered 5 Serving It Safe classes while training 228 individuals. Four HACCP classes have been taught to Child Nutrition Workers in which 94 individuals were trained.

Results

Results from the Food Safety Trainings have shown an increase in food safety knowledge. Eighty (80%) percent of the individuals taking the ServSafe classes have met the criteria for certification. With this certification Food Service Workers will be able to obtain employment as supervisors and increase their quality of life. While these individuals are better qualified employees, this program looks to reduce the numbers of food bourne illnesses in the state of Alabama. We have seen inspection scores increase and food safety standards increase in those facilities that have completed the ServSafe course.

4. Associated Knowledge Areas

KA Code	Knowledge Area
711	Ensure Food Products Free of Harmful Chemicals, Including Residues from Agricultural and Other Sourc
501	New and Improved Food Processing Technologies
712	Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins
504	Home and Commercial Food Service
503	Quality Maintenance in Storing and Marketing Food Products

Outcome #3

1. Outcome Measures

Food Service Workers Knowledge and Behavior change

2. Associated Institution Types

•1862 Extension
•1890 Extension

3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	1428

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Food Service Workers, food establishments and the general public care about receiving safer food when they dine in any food establishment. Federal officals care that child nutriton programs serve safer food as a result of these intensive trainings.

What has been done

Results from the Food Safety Trainings have shown an increase in food safety knowledge and practices. Eighty (80%) percent of the individuals taking the ServSafe classes have met the criteria for certification. With this certification Food Service Workers will be able to obtain employment as supervisors and increase their quality of life. While these individuals are better qualified employees, this program looks to reduce the numbers of foodbourne illnesses in the state of Alabama. We have seen inspection scores increase and food safety standards increase in those facilities that have completed the ServSafe course.

Results

ETP 17a: At the end of 2008 the Food Safety, Preservation and Preparation PPT trained 1428 Food Service workers across the state. A total of 94 ServSafe classes were taught by 9 REAs. We have also offered 5 Serving It Safe classes while training 228 individuals. Four HACCP classes have been taught to Child Nutrition Workers in which 94 individuals were trained

4. Associated Knowledge Areas

KA Code	Knowledge Area
501	New and Improved Food Processing Technologies
503	Quality Maintenance in Storing and Marketing Food Products
711	Ensure Food Products Free of Harmful Chemicals, Including Residues from Agricultural and Other Sourc
504	Home and Commercial Food Service
712	Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins

Outcome #4

1. Outcome Measures
Food Entrepreneur Knowledge and Behavior Changes

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:
Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	39

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

General public and food processor care if they food they are purchasing and processing is save and meets FDA standards.

What has been done

ETP 17C: A total of 39 Food Entrepreneures were assisted in safety food processing standards and correct food labeling standrads. A total of 14 individuals took the Better Process Control School.

Results

ETP 17C: 39 food businesses were established in Alabma
14 of food businesses completed the Better Process Contral School.

4. Associated Knowledge Areas

KA Code	Knowledge Area
712	Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins
501	New and Improved Food Processing Technologies
711	Ensure Food Products Free of Harmful Chemicals, Including Residues from Agricultural and Other Sourc
504	Home and Commercial Food Service
503	Quality Maintenance in Storing and Marketing Food Products

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought,weather extremes,etc.)
- Economy
- Appropriations changes
- Competing Programmatic Challenges
- Other (Employee Medical Leave)

Brief Explanation

Two of our Regional Extension Agents (REA) were out on Medical leave for 3 months each which decreased our contact numbers.

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

- Before-After (before and after program)
- During (during program)
- Comparisons between program participants (individuals,group,organizations) and non-participants

Evaluation Results

ETP 17a: Eighty percent of the invividuals taking the ServSafe Exam were successful in the completion of the etensive knowledge exam.
ETP 17c: 39 food Entrepreneurs were able to complete correct food labeling and standards.

Key Items of Evaluation

ETP17a: Rigorous exam to test knowledge.This exam is monitered by an ANSI standards.
ETP 17c: FDA food labeling standards adn testing were required for the 39 Entrepreneurial Food Establishments.

Program #6

V(A). Planned Program (Summary)

1. Name of the Planned Program

Family and Child Development

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
802	Human Development and Family Well-Being	70%	100%		
803	Sociological and Technological Change Affecting Individuals, Families and Communities	10%	0%		
806	Youth Development	20%	0%		
	Total	100%	100%		

V(C). Planned Program (Inputs)

1. Actual amount of professional FTE/SYs expended this Program

Year: 2008	Extension		Research	
	1862	1890	1862	1890
Plan	19.7	3.9	0.0	0.0
Actual	23.6	4.3	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
428245	227566	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
516540	253279	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
1900927	512970	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

The primary activities in this area are 9 statewide Extension Team Projects.These are:

ETP13A-Healthy Families, Healthy Communities: HFHC address the changing demographics in Alabama for community-based services; address the health care needs of Alabama citizens by providing Medicare Part D assistance and contacts with other governmental agencies during Caregiving workshops,train community leaders and volunteers to assist in caring for others; enhancing possibilities for employment as home care companions, esp rural areas. Ongoing research with caregivers

ETP13B-Child Care Provider Education: Project addressed educational needs of child care providers licensed to care for children in center-based or home-based businesses and child caregivers,including relative care providers and individuals working in exempt care facilities. Provided training to regulated workers who required annual training in areas of:child development,language development,discipline,quality child care,working with families,and health and safety. Activities occur in varied community settings accessible to providers,through a series of two or more facilitative,group-focused workshops that includes brief presentations, in-session activities,and group discussions

ETP13C - Family Development Credential Training

ETP13D-Grande RAPP Grandparents and Relatives as Parents Program - U&NNTP: Grandparents and Relatives as Parents Program is an urban program that addresses, through support groups and educational programs, the multiple issues grandparents and relatives face while serving as surrogate parents

ETP13E-Successful Aging Initiative - U&NNTP: ACES's Urban unit has partnered with the state of Alabama's Bureau of Geriatric Psychiatry (Bureau) to deliver educational and training programs designed to address issues relevant to aging/dementia and associated health, financial and legal education

ETP13G-Strengthening Relationships and Marriages:The project provided individuals/couples with the knowledge and skills necessary for positive adult relationships.Participation in the project will include implementing research-based relationship education curricula in professionally facilitated community education programs.Participants were: married,unmarried couples, single adults, single parents, or youth.Objectives: reduce the risk factors for unhealthy and unstable relationships and increase or improve the factors that are associated with couple quality and stability

ETP13H-Parenting in Nontraditional and Under Served Urban Families Program- U&NNTP: The purpose of this project is to build a capacity for understanding and engagement of ACES Family and Child Development professionals in the appreciation for and implementation of parenting techniques designed to address the needs of nontraditional and underserved populations.The programs in this project emphasize the importance of parents maintaining a healthy relationship with each other after separation, divorce or if they were never married

ETP13I-Parenting: BEE (Begin Education Early, First Years Count, Partners for Tomorrow) is to facilitate competencies in parents of children between the ages of 0-5, such as child development knowledge, relationship-strengthening, and skills to promote children's learning and social success. Participants receive home-based or van-based visits from trained parent educators over a minimum period of 3 months. Non-funded programs: Stay Connected is designed for parents and adolescents and emphasizes healthy adolescent development. Nurturing Parenting curricula addresses issues from prenatal through adolescent development. Programs activities occurred in varied settings

Each project includes a variety of educational activities. Detailed descriptions of the activities of these projects are available on the ACES intranet.

2. Brief description of the target audience

The primary target audiences are parents and grandparents.

ETP13A-Healthy Families, Healthy Communities target audience includes the chronically ill, disabled, elderly and people with special needs

ETP13B-Child Care Provider Education target audience includes child care providers licensed to care for children

ETP13C - Family Development Credential Training

ETP13D-Grande RAPP target audience includes all grandparent and relatives that serve as surrogate parents

ETP13E-Successful Aging Initiative - U&NNTP will include those of the aging population and those who suffer with dementia

ETP13G-Strengthening Relationships and Marriages has a target audience of married,unmarried couples, single adults, single parents, or youth

ETP13H-Parenting in Nontraditional and Under Served Urban Families Program- U&NNTP - Parents in nontraditional and under served urban areas.

ETP13I-Parenting: Parents and adolescents. BEE programs is specifically for children ages 0-5.

V(E). Planned Program (Outputs)

1. Standard output measures

Target for the number of persons (contacts) reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	42000	165000	20000	75000
2008	34872	1029542	8249	277277

2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

Year	Target
Plan:	0
2008 :	0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

	Extension	Research	Total
Plan	0	0	
2008	5	0	5

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- This program area will include numerous output activities and methods as part of the Extension Team Projects (ETPs) which are described/explained in the prior "outcome activities and methods sections." The success of many of these outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the ETPs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity.

Year	Target	Actual
2008	9	0

Output #2

Output Measure

- In ETP 13d Grand RAPP-Grandparents and Relative as Parents Program an output target is educational programs presented to adults within the state to address caregiver issues and the organization of community networks to identify supporters who represent grandparents and relative caregiver issues.

Year	Target	Actual
2008	{No Data Entered}	0

Output #3

Output Measure

- Through ETP 13e approximately 250,000 people are expected to be reached directly and indirectly. This ETP program targets limited resource older adults, their families and caregivers in Alabama's under-served urban and rural communities.

Year	Target	Actual
2008	{No Data Entered}	0

Output #4

Output Measure

- ETP13H - Parenting in Nontraditional and Under Served Urban Families Program is designed to build capacity for understanding and engagement of ACES Family and Child Development professionals in the appreciation for and implementation of parenting techniques designed to address the needs of nontraditional and underserved populations through a series of parenting workshops developed with the use of identified curriculum: Principles of Parenting, Basic Parenting, ABC;s for Parenting and Nurturing Parenting Program.

Year	Target	Actual
2008	{No Data Entered}	0

Output #5

Output Measure

- Through ETP 13e approximately 250,000 contacts were made through direct and indirect involvement with the general public, limited resource older adults, their families and caregivers in Alabama's under-served urban and rural communities through SAI conferences, workshops and seminars.

Year	Target	Actual
2008	{No Data Entered}	0

Output #6

Output Measure

- 13A Healthy Families, Healthy Communities - The need for providing informal care for a chronically ill, disabled or aging family member in the homes of Alabama has grown to approximately 500,000, with most living in rural area. The Caring for Caregivers project includes a research portion that is conducted by ACES and the School of Nursing. This ETP also provides many family oriented classes to enhance the family relationship between the parents and the children. Classes are taught to educate families on conflict resolution, Stress, Anger and Time Management, multiple parenting classes, and emergency preparedness. Our direct contact with youth was 4,385 and adults numbered 6620. Non face-to-face calculations are 634,039.

Year	Target	Actual
2008	{No Data Entered}	0

Output #7

Output Measure

- 13B Child Care Provider Education - Agents and grant-funded mentors addressed multiple educational needs with 4071 licensed and potential child care providers through workshops. There was one-on-one mentoring visits to family child care providers. Menotrs made 5827 training visits on a weekly or bi-weekly basis with an average visit of approximately 2.5 hours. The mentors rated provider practices biannually across seven subscale of items indicating caregiving quality. An increase of .50 is considered to be a significantly observable change in practices.

Year	Target	Actual
2008	{No Data Entered}	0

Output #8

Output Measure

- 13G - Strengthening Relationships and Marriages - The distribution of nearly 100,000 Alabama Marriage Handbooks throughout the State and over 10,000 Healthy Marriage Handbooks were distributed in other states. In 2008, over 50 teachers, community educators, and Alabama Cooperative Extension System employees attended a 2-day RS+ trainings held in January, 2008. During the 2008 year, we were reached over 1400 youth in over 20 Alabama counties. The youth received lessons from the RS+ curriculum. We have pre- and post-program data on 678 of the adults who completed the classes in 2008. Participants in the evaluation study are primarily ethnic minority and low-resource YOUTH Participants; NON-SCHOOL-BASED DELIVERY

Year	Target	Actual
2008	{No Data Entered}	0

Output #9

Output Measure

- ETP 13I Parenting - (BEE -Beginning Education Early)Pre- and Post- program interview/surveys of parental self-reports of changes in their relationships with their children. Pre- and post- program interview/surveys of parental reports of change in their knowledge and attitudes about key parenting behaviors (progress through stages of change).

Year	Target	Actual
2008	{No Data Entered}	0

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O No.	OUTCOME NAME
1	A major outcome will be the number of parents who participate in Extension sponsored parenting training.
2	Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.
3	The participants in eleven support groups participated in educational programs presented in their local communities. Three community networks were organized across the state. These community networks spanned 11 counties.
4	Through ETP 13e approximately 250,000 contacts were made through direct and indirect involvement with the general public, limited resource older adults, their families and caregivers in Alabama's under-served urban and rural communities through SAI conferences, workshops and seminars.
5	ETP 13h participants, nontraditional families with children 0 to 18, engaged in workshops and seminars with the objective of reducing risk factors and increasing protective factors within these families.
6	ETP 13A Healhty Families, Health Communities In 2008, the second year of the Caring for Caregivers project, trainings were conducted in Barbour, Calhoun, Chambers, Colbert, Covington, Cullman, Lawrence, Lee, Mobile, Morgan, Talladega, Tallapoosa, Randolph, Russell, and Sumter. During the trainings, we had direct contact with an audience of over 600 persons. We have enrolled 122 Caregivers to provide feedback over a six-month period on the knowledge and skills related to caregiving during the fiscal year. All participants received a manual entitled Alabama Home Caregiver. This book has been shared into multiple states reaching audiences abroad. The demographic data for was 91.6% female, 43.6% married, 65.3% Black, 34.5% White, and at least 47% completed high school.
7	ETP 13B Child Care Provider Education - reports an average increase of 25% in knowledge gained as reported by workshop participants using retrospective pre/post training tests. The mentors reported an average provider's FCCERS score across all six subscales increased from 4.10 (189 providers) to 5.07 (174 providers). Observably significant increases were seen on the following subscales: Personal Care and Routines (+.68); Learning Activities (+.95); Program Structure (+1.05). An observable significant decrease was seen on the Interaction subscale (-1.73).
8	13G - Strengthening Relationships and Marriages: We collected data from 2,094 of the youth participants who completed the relationship education classes in 2008. Participants are primarily ethnic minority and low-resource. A total of 1422 high school students (46% Male, 54% Female) in health classes that are being taught in public schools across the state of Alabama received relationships education classes. The youth were 16-17 years of age; 48% were African American; 43% were European American; 4% were Hispanic/Latino; 2% were Native American; 1% was Asian American, and 2% were multiethnic. ETP13A reported reaching 715 youths and 5318 adults during the 2008 year. The number of youth reached during the year exceeds the 715 reported as there are many non-extension community workers implementing the goals set forth in ETP13G.
9	ETP 13I Parenting - Reported changes in self-reported changes in the parent-child relationship. After participating in the program, 98% of the parents reported that their participation had influenced their relationship with their children. In open-ended questions, 91% of the participants identified specific ways in which their relationship with their children had been positively influenced by the program. Most parental comments reflected increased involvement, attention, or affection to their children (62%) or increased understanding or patience with the child (20%). After completing the program, many parents were able to elaborate on measures of preparing their preschool-aged children for school. The percentage of parents reporting behaviors encouraging language skills increased from 51% to 55%; reports of behaviors fostering children's self-control increased from 2% ro 10%.

Outcome #1

1. Outcome Measures

A major outcome will be the number of parents who participate in Extension sponsored parenting training.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	250	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
803	Sociological and Technological Change Affecting Individuals, Families and Communities
806	Youth Development
802	Human Development and Family Well-Being

Outcome #2

1. Outcome Measures

Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.

2. Associated Institution Types

•1862 Extension
•1890 Extension

3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	20	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

Participants who engaged in lessons from specified curricula, workshops, community networks and support groups demonstrated change in knowledge and behavior in the following: increased parental knowledge of the developmental needs of children; increased grandparents and relative caregiver's knowledge and participation in support groups for the enhancement of their social network and to alleviate loneliness and isolation.

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being

Outcome #3

1. Outcome Measures
The participants in eleven support groups participated in educational programs presented in their local communities. Three community networks were organized across the state. These community networks spanned 11 counties.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

Participants demonstrated change in knowledge and behavior in the following: increased parental knowledge of the developmental needs of children; increased grandparents and relative caregiver's knowledge and participation in support groups for the enhancement of their social networks to alleviate loneliness and isolation.

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being

Outcome #4

1. Outcome Measures

Through ETP 13e approximately 250,000 contacts were made through direct and indirect involvement with the general public, limited resource older adults, their families and caregivers in Alabama's under-served urban and rural communities through SAI conferences, workshops and seminars.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

Participants demonstrated behavior change as measured by the UCLA Loneliness Scale, the Mastery Scale, and the Perceived Stress Scale. Knowledge gained was demonstrated in: cost saving resources and opportunities for services and the use of cutting edge clinical programs and research that directly impact aging and related legal issues.

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being

Outcome #5

1. Outcome Measures

ETP 13h participants, nontraditional families with children 0 to 18, engaged in workshops and seminars with the objective of reducing risk factors and increasing protective factors within these families.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

Nontraditional and underserved parents gained knowledge in new practices and techniques for managing and developing parenting techniques that allowed them to develop better parent-child relationships, stress management and coping strategies and the importance of positive co-parenting after divorce or separation.

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being

Outcome #6

1. Outcome Measures

ETP 13A Healhty Families, Health Communities In 2008, the second year of the Caring for Caregivers project, trainings were conducted in Barbour, Calhoun, Chambers, Colbert, Covington, Cullman, Lawrence, Lee, Mobile, Morgan, Talladega, Tallapoosa, Randolph, Russell, and Sumter. During the trainings, we had direct contact with an audience of over 600 persons. We have enrolled 122 Caregivers to provide feedback over a six-month period on the knowledge and skills related to caregiving during the fiscal year. All participants received a manual entitled Alabama Home Caregiver. This book has been shared into multiple states reaching audiences abroad. The demographic data for was 91.6% female, 43.6% married, 65.3% Black, 34.5% White, and at least 47% completed high school.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development
803	Sociological and Technological Change Affecting Individuals, Families and Communities
802	Human Development and Family Well-Being

Outcome #7

1. Outcome Measures

ETP 13B Child Care Provider Education - reports an average increase of 25% in knowledge gained as reported by workshop participants using retrospective pre/post training tests. The mentors reported an average provider's FCCERS score across all six subscales increased from 4.10 (189 providers) to 5.07 (174 providers). Observably significant increases were seen on the following subscales: Personal Care and Routines (+.68); Learning Activities (+.95); Program Structure (+1.05). An observable significant decrease was seen on the Interaction subscale (-1.73).

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

A total of 18,940 training hours were awarded to providers participating in group and mentored training sessions, contributing to their ability to meet State re-licensure requirements. A total of 6 family child care providers participating in the mentoring program met national accreditation-level standard, as certified by inependent observers form the National Assocation of Family Child Care.

4. Associated Knowledge Areas

KA Code	Knowledge Area
803	Sociological and Technological Change Affecting Individuals, Families and Communities
802	Human Development and Family Well-Being

Outcome #8

1. Outcome Measures

13G - Strengthening Relationships and Marriages: We collected data from 2,094 of the youth participants who completed the relationship education classes in 2008. Participants are primarily ethnic minority and low-resource. A total of 1422 high school students (46% Male, 54% Female) in health classes that are being taught in public schools across the state of Alabama received relationships education classes. The youth were 16-17 years of age; 48% were African American; 43% were European American; 4% were Hispanic/Latino; 2% were Native American; 1% was Asian American, and 2% were multiethnic. ETP13A reported reaching 715 youths and 5318 adults during the 2008 year. The number of youth reached during the year exceeds the 715 reported as there are many non-extension community workers implementing the goals set forth in ETP13G.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development
803	Sociological and Technological Change Affecting Individuals, Families and Communities
802	Human Development and Family Well-Being

Outcome #9

1. Outcome Measures

ETP 13I Parenting - Reported changes in self-reported changes in the parent-child relationship. After participating in the program, 98% of the parents reported that their participation had influenced their relationship with their children. In open-ended questions, 91% of the participants identified specific ways in which their relationship with their children had been positively influenced by the program. Most parental comments reflected increased involvement, attention, or affection to their children (62%) or increased understanding or patience with the child (20%). After completing the program, many parents were able to elaborate on measures of preparing their preschool-aged children for school. The percentage of parents reporting behaviors encouraging language skills increased from 51% to 55%; reports of behaviors fostering children's self-control increased from 2% ro 10%.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
803	Sociological and Technological Change Affecting Individuals, Families and Communities
802	Human Development and Family Well-Being

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought,weather extremes,etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration,new cultural groupings,etc.)

Brief Explanation

As indicated above by the checked boxes, there are many external factors that have affected our programs for 2008. The factor with the greatest impact was the economy. This factor poses a problem in transportation to meeting, funds to hire sitters for the participants' children or for the adults that receive their care from potential participants, and limited agent transportation. The government changes in appropriations to the universities will directly affect the funds and our ability to offer programs in communities. The number of programs and the repetition of the programs will limited.

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

- Before-After (before and after program)
- During (during program)
- Comparisons between program participants (individuals,group,organizations) and non-participants

Evaluation Results

ETP13A Pre and post evaluations are given to all participants to gauge knowledge learned during the 12 hour sessions to a training program for adults who provide care for family members and others with serious illness or disabilities. The overall results of the caregiver's knowledge increased from very low to very high between the pre-test and the post-test training evaluations. There was very little change in the skills of the caregiver from month 3 to month 6. There was a slight increase in skills from month 3 to month 6.

ETP13B The statewide providers are are rated by mentors on practices that indicate caregiving quality (Space & Furnishings, Personal Care & Routines, Listening & Talking, Learning Activities, Interaction, Program Structure Parent and Provider). A total of 6 family child care providers participating in the mentoring program met national accreditation-level standards, as certified by independent observers from the National Association of Family Child Care. 18,840 training hours were awarded to providers and contributed to their requirements to meet state re-licensure. The mentors reported an average provider's FCCERS score across all six subscales increased from 4.10 (189 providers) to 5.07 (174 providers). Observably significant increases were seen on: Personal Care and Routines (+.68); Learning Activities (+.95); Program Structure (+1.05). An observable significant decrease was seen on the Interaction subscale (-1.73).

The evaluations for ETP13d revealed: increased number of support groups and community networks organized, increased parental knowledge of the developmental needs of children; increased grandparents and relative caregiver's knowledge and participation in support groups for the enhancement of their social networks to alleviate loneliness and isolation.

Participants demonstrated behavior change as measured by the UCLA Loneliness Scale, the Mastery Scale, and the Perceived Stress Scale.Knowledge gained was demonstrated in: cost saving resources and opportunities for services and the use of cutting edge clinical programs and research that directly impact aging and related legal issues.Participants stated,"the *Records and Important Papers*" brochure and the Successful Aging Bag, a vinyl portfolio designed to centrally store one's important estate planning documents are wonderful documents".

ETP13G Evaluations Results found for ACHMI's initial assessments of change among participants indicate that nearly every targeted dimension for adult participants showed statistically significant change over time in a desirable direction.In addition, both men and women appear to benefit similarly after participation in a MRE program on nearly every targeted area of individual functioning and relationship quality and behaviors.There are some differences between European Americans and African Americans in changes in individual and relational functioning after MRE participation (i.e., on measures of assertiveness, individual functioning, and parental efficacy).Overall, however, both European Americans and African Americans appear to benefit in similar ways after participation in a MRE program.

ETP13H-Nontraditional and underserved parents gained knowledge in new practices and techniques for managing and developing parenting techniques that allowed them to develop better parent-child relationships, stress management and coping strategies and the importance of positive co-parenting after divorce or separation.

ETP13I -Evaluations forms are completed by 50 families in our targeted audience. Evaluations indicated that we were successful in reaching our target audience. Changes were noted in parents relationships with their children.

Key Items of Evaluation

Evaluation reports of the Successful Aging Initiative revealed that participants stated, "I used the Successful Aging Bag to get my important papers organized". The Successful Aging Bag is designed to centrally store estate planning documents. The bags were distributed to approximately 3500 seniors across the state and each bag contained *Records and Important Papers booklets (*booklet indicating information to gather) *A Gift for Your Life* (contains advance directives and other healthcare forms). Approximately 75% of the participants completed wills and developed advance directives.

Alabama Home Caregiver manuals were distributed to over 700 caregivers. A thank you card was hand written to express the thanks of a participant. The participant was from Jacksonville, AL, and stated that the manual was a tool that all people providing care shouldhave in their homes. The manual was also requested as a guide from the Extension System of Hawaii.Collaboration of community partners are providing awareness to caregivers and resources to assist in their daily challenges of caring for those in need. A widower was attending a class and heard the presentation from the Veteran Administrator representative and realized that she should be receiving her husband's benefits because he served in World War II. This was an additional income that she didn't know existed.

Alabama Community Healthy Marriage Initiative (ACHMI) Distribution of nearly 100,000 Alabama Marriage Handbooks throughout the State and over 10,000 Healthy Marriage Handbooks in other states. In 2008, Over 50 teachers, community educators, and Alabama Cooperative Extension System employees attended a 2-day RS+ trainings held in January, 2008.During the 2008 year, over 1400 youth in over 20 Alabama counties received lessons from the RS+ curriculum.Sponsorship ofStatewide 8th Grade "Best Marriage I Know" conference; Reception for winners held at the Governor’s Mansion

Pre-test 82% of parents are acknowledge that children need parents support, post-test 98% agreed to remember this on a regular basis. Pre-test 38% parents acknowledged that children can learn without being spanked, post-test 74% acknowledged other measures besides spanking.

Family Child Care Partnerships (FCCP) focuses on the providers who often have limited exposure to opportunities for training and professional networking. One of the goals of FCCP is to move the provider beyond minimum to highest standard of care. 6 Family Child Care providers participating in the mentoring program met national accreditation-level standards.

Program #7

V(A). Planned Program (Summary)

1. Name of the Planned Program

Economic and Community Development

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
605	Natural Resource and Environmental Economics	10%	10%		
608	Community Resource Planning and Development	50%	50%		
803	Sociological and Technological Change Affecting Individuals, Families and Communities	20%	20%		
805	Community Institutions, Health, and Social Services	20%	20%		
	Total	100%	100%		

V(C). Planned Program (Inputs)

1. Actual amount of professional FTE/SYs expended this Program

Year: 2008	Extension		Research	
	1862	1890	1862	1890
Plan	18.7	3.9	0.0	0.0
Actual	23.7	3.9	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
416082	206544	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
517852	229882	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
2685571	465583	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

The primary activities in this area areindividualized community, county and regional economic and community development programs plus 4 statewide Extension Team Projects.These ETPs are:

ETP14A - Welcome To The Real World: Business Preparation and Financial Management

ETP14B - Cooperatives, Small Business and Entrepreneurship Development - U&NNTP

ETP14C - Workforce and Economic Development - U&NNTP

Each project includes a variety of educational activities. Detailed descriptions of the activities of these projects are available on the ACES intranet.

The activities of the individualized programs include:

- Administer the Alabama Community Leaders Network.
- Provide leadership and support for Alabama Communities of Excellence
- Conduct Intensive Economic Development Training Course and Prosperity Forums
- Administer Rural Alabama Initiative grant program
- Provide administrative support for I-85 Corridor Alliance
- Publish and disseminate research on topics relevant to state economic and community development policy and practice
- Conduct Alabama-Mississippi Rural Tourism Conference
- Facilitate deliberative forums, roundtables and town meetings
- Participate on economic and community development advisory boards throughout the state
- Facilitate community and regional strategic planning, assessment and asset mapping efforts throughout the state
- Support regional efforts to promote tourism and retiree attraction

2. Brief description of the target audience

The primary target audiences are community leaders, local governmental officials, youth, and adults seeking to engage in entrepreneurship.

V(E). Planned Program (Outputs)

1. Standard output measures

Target for the number of persons (contacts) reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	**Target**	**Target**	**Target**	**Target**
Plan	130000	530000	25000	100000
2008	0	0	0	0

2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

Year	Target
Plan:	0
2008 :	{No Data Entered}

Patents listed

{No Data Entered}

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

	Extension	Research	Total
Plan	0	0	
2008	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- This program area will include numerous output activities and methods as part of the Extension Team Projects (ETPs) which are described/explained in the prior "outcome activities and methods sections." The success of many of these outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the ETPs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity.

Year	Target	Actual
2008	4	0

Output #2

Output Measure

- Welcome To the Real World Programs Conducted

Year	Target	Actual
2008	{No Data Entered}	11

Output #3

Output Measure

- Welcome to The Real World Participants

Year	Target	Actual
2008	{No Data Entered}	638

Output #4

Output Measure

- Economic Development Workshops

Year	Target	Actual
2008	{No Data Entered}	4

Output #5

Output Measure

- Economic Development Participants

Year	Target	Actual
2008	{No Data Entered}	168

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O No.	OUTCOME NAME
1	Outcomes from this program area include: a) Number of community and economic development programs conducted, b) Community and economic development training resources developed, c) Number of community and economic development projects conducted
2	Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.
3	ETP 14A Welcome To The Real World: Business Preparation and Financial Management. The initial extension team project set as a goal significant improvement in each area where a learning objective was set. Of the program participants who responded to the surveys improvemed knowledge on researching careers, writing a check, balancing a checkbook , managing a savings account, tracking funds, and balancing income/expenses.

Outcome #1

1. Outcome Measures

Outcomes from this program area include: a) Number of community and economic development programs conducted, b) Community and economic development training resources developed, c) Number of community and economic development projects conducted

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	120	48

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

every community already have good ideas for local projects. What they often lack are the financial resources to support the strategies and projects that they have identified.

What has been done

The Rural Alabama Initiative (RAI) grant program was created to provide seed money for some of these worthwhile community initiatives. Priority was given to projects featuring collaborations among organizations and jurisdictions in rural Alabama.

Results

ECDI funded 48 Rural Alabama Initiative projects in 2007 for a total of about $500,000. The 2007 RAI grant application process was competitive, with 119 applications submitted. The 48 RAI projects addressed a range of community and economic development issues throughout the state with a special focus on youth and adult leadership development, workforce development and small town economic development.

4. Associated Knowledge Areas

KA Code	Knowledge Area
605	Natural Resource and Environmental Economics
805	Community Institutions, Health, and Social Services
803	Sociological and Technological Change Affecting Individuals, Families and Communities
608	Community Resource Planning and Development

Outcome #2

1. Outcome Measures

Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	25	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development
605	Natural Resource and Environmental Economics
805	Community Institutions, Health, and Social Services
803	Sociological and Technological Change Affecting Individuals, Families and Communities

Outcome #3

1. Outcome Measures

ETP 14A Welcome To The Real World: Business Preparation and Financial Management. The initial extension team project set as a goal significant improvement in each area where a learning objective was set. Of the program participants who responded to the surveys improvemed knowledge on researching careers, writing a check, balancing a checkbook , managing a savings account, tracking funds, and balancing income/expenses.

2. Associated Institution Types

•1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	256

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

With more than 26% of students failing to graduate on time each year in the U.S. we face a growing national crisis. Alabama reports a 39% drop out rates as of April 2008. Based on current reports from the National Center for Education Statistics the median income of high school dropout is 40% lower than those who complete high school. Dropouts are also less likely to be in the labor force than those with a high school credential or higher, and are more likely to be unemployed if they are in the labor force (U.S. Department of Labor 2005). In terms of health, dropouts over the age of 24 tend to report being in worse health than adults who are not dropouts, regardless of income (U.S. Department of Education 2004). Dropouts also make up disproportionately higher percentages of the nation's prison and death row inmates as reported by the U.S. Department of Justice.

One of the most persistent questions facing teachers today is how to motivate underachieving students to want to learn. There is lack of interest, especially in small rural towns. Students think they are going nowhere so what's the point of graduating. Many find school to be boring or unrewarding. Homework is not a high priority for them and it is all too easy to find excuses to not do it. Working hard, using time wisely and staying in school or excelling is perceived as 'not worth it' by far too many.

Through a unique approach Welcome to The Real World takes students through a learning process that basically shows them the realities of life.

What has been done

This ETP broadly aims to upgrade and uplift the state's urban and nontraditional audiences economic capacity by engaging them in activities/training that: (a) simulates economic deterioration; (b) educates them on the causes of economic deterioration, (c) provides direction and training on career planning, and (d) provides direction and training on education planning. This ETP stresses partnerships with local community based organizations to reach and engage the target audience. This approach to program delivery promotes family and community involvement in the career and educational planning process.

Results

Overall the participants had a positive view of WTTRW. Of the program participants: 64.7% strongly believed that the program was interesting, 65.8% strongly believed that the information was useful, 67.6%strongly believed that the activities were helpful, and 68.8% strongly believed that their involvement would have an impact on their future.

Of the program participants 33.1% were unable to successfully complete the WTTRW simulation. These individuals for a variety of reasons (budgeting, career choices, purchasing decisions, etc) experienced economic deterioration during the simulation. Of those who experienced economic deterioration 62% of them were able to identify the cause and prescribe solutions to their specific problem.

The initial extension team project set as a goal significant improvement in each area where a learning objective was set. Of the program participants who responded to the surveys: 39.7% learned how to research careers, 24.3% learned to write a check, 39.9% learned to balance a checkbook , 29% learned about opening a savings account, 36.8% learned to keep track of funds in a savings account, and 51.8% learned to balance income and expenses.

4. Associated Knowledge Areas

KA Code	Knowledge Area
805	Community Institutions, Health, and Social Services
608	Community Resource Planning and Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought,weather extremes,etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration,new cultural groupings,etc.)

Brief Explanation

{No Data Entered}

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

- Before-After (before and after program)
- During (during program)
- Comparisons between program participants (individuals,group,organizations) and non-participants

Evaluation Results

{No Data Entered}

Key Items of Evaluation

{No Data Entered}

Program #8

V(A). Planned Program (Summary)

1. Name of the Planned Program

Consumer Science and Personal Financial Management

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
602	Business Management, Finance, and Taxation	10%	10%		
607	Consumer Economics	20%	20%		
801	Individual and Family Resource Management	50%	50%		
803	Sociological and Technological Change Affecting Individuals, Families and Communities	20%	20%		
	Total	100%	100%		

V(C). Planned Program (Inputs)

1. Actual amount of professional FTE/SYs expended this Program

Year: 2008	Extension		Research	
	1862	1890	1862	1890
Plan	12.0	3.4	0.0	0.0
Actual	12.3	2.8	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
223363	145054	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
269416	161444	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
1024019	326974	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

The primary activities in this area are 3 statewide Extension Team Projects.These are:

ETP15A - Realize Your Potential was conducted to help individuals develop their capacity to obtain employment and create businesses. Forty-seven seminars and workshops were carried out statewide to teach resume writing, interviewing, dress for success, how to conduct a job search and other topics. One career fair was hosted and exhibits provided for five other events. Works for Me was the primary curriculum used. Additionally, 24 entrepreneurship seminars and one 6-week class was conducted. The class was supported by a $4,450 grant.

ETP15C - Family Financial Security and Consumer Education was designed to increase the financial literacy of Alabamians. Activities included 259 seminars, workshops and presentations on budgeting, credit, saving, estate planning, heir property, recordkeeping, identity theft, fraud prevention and other financial topics. Reality Check, a financial education simulation, was presented to 118 youth groups and 6 adult groups. Eleven money management consultations and eleven Volunteer Income Tax Assistance sessions were conducted. The national America Saves Campaign was implemented in ten counties. Four exhibitions were presented and nine articles distributed to media outlets. Grants totaling $12,000 supported the project.

ETP15D - Urban Family Financial Security and Consumer Education - U&NNTP

Each project includes a variety of educational activities. Detailed descriptions of the activities of these projects are available on the ACES intranet.

2. Brief description of the target audience

The primary target audience is the general public.Major populations reached with ETP 15A and ETP 15C were adults, high school students, low income individuals and senior citizens. Partnerships with a wide range of public agencies, community organizations and schools were instrumental in reaching various audiences.

V(E). Planned Program (Outputs)

1. Standard output measures

Target for the number of persons (contacts) reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	20000	80000	8000	40000
2008	10368	671013	12223	0

2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

Year	Target
Plan:	0
2008 :	0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

	Extension	Research	Total
Plan	0	0	
2008	2	0	2

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- This program area will include numerous output activities and methods as part of the Extension Team Projects (ETPs) which are described/explained in the prior "outcome activities and methods sections." The success of many of these outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the ETPs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity.

Year	Target	Actual
2008	4	0

Output #2

Output Measure

- The number of participants in financial management, career development and entrepreneurship programs was recorded. Post-surveys were completed by participants at the end of selected programs. Participants self-reported their changes in knowledge and intent to utilize the information. Number of savers enrolled in America Saves was reported and individuals completing tax returns through the Volunteer Income Tax Assistance Program.

Year	Target	Actual
2008	{No Data Entered}	0

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O No.	OUTCOME NAME
1	Total number of people completing financial management education programs who actually adopted one or more recommended practices to decrease consumer credit debt, or increase investing and savings, and plan for retirement within six months after completing one or more of these programs.
2	Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.

Outcome #1

1. Outcome Measures

Total number of people completing financial management education programs who actually adopted one or more recommended practices to decrease consumer credit debt, or increase investing and savings, and plan for retirement within six months after completing one or more of these programs.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	500	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Alabama is experiencing high personal debt, low saving rates, overuse of credit, predatory lending practices and other factors that undermine family financial security. Alabama families need training and support to manage financial issues effectively. Most Alabama youth do not receive financial literacy education in school in spite of the importance of this life skill in everyday life. Due to these conditions targeted financial literacy programs were conducted statewide.

What has been done

A variety of financial management, career development and entrepreneurship activities were carried out with diverse audiences throughout the state for youth and adults.

Results

ETP 15C reached 20,494 direct contacts. Post-evaluations show that participants improved knowledge in goal setting, financial decision making and management strategies. Youth and adults learned how to develop personal budgets and strategies to save. Adults were better informed on estate planning and heir property issues. Forty individuals opened savings accounts in the America Saves program. One hundred and forty-six low income taxpayers claimed earned income credit and tax refunds. High school students indicated increases awareness of the importance of staying in school and making wise financial choices.ETP15A reached 1,411 direct contacts. Post-evaluations indicated that participants increased their job search and business planning knowledge. A handicraft business was created in a rural community and generated $1,900 in the first two months of operation.

4. Associated Knowledge Areas

KA Code	Knowledge Area
803	Sociological and Technological Change Affecting Individuals, Families and Communities
602	Business Management, Finance, and Taxation
607	Consumer Economics
801	Individual and Family Resource Management

Outcome #2

1. Outcome Measures

Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	12	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
803	Sociological and Technological Change Affecting Individuals, Families and Communities
602	Business Management, Finance, and Taxation
607	Consumer Economics
801	Individual and Family Resource Management

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy

Brief Explanation

The failing economy highlighted the need for financial education programs and positively impacted the number of participants.

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

- After Only (post program)

Evaluation Results

ETP 15C reached 20,494 direct contacts. Post-evaluations show that participants improved knowledge in goal setting, financial decision making and financial management strategies. Youth and adults learned how to develop personal budgets and strategies to start saving. Adults were better informed on estate planning and heir property issues. Low income taxpayers claimed earned income credit and tax refunds due to program efforts. High school students indicated increases awareness of the importance of staying in school, making career decisions, making wise financial choices and budgeting due to the Reality Check Program. Many students learned how to write a check as a result of the experience. Students gained knowledge of good money management practices in the NEFE program.

ETP15A reached 1,411 direct contacts. Post-evaluations indicated that participants in career programs increased their job search knowledge. Two hundred and fifty participants completed career assessments. Participants in entrepreneurship programs increased their knowledge of relevant principles, practices and resources and learned to write business plans. One handicraft business was created in a rural community and generated $1,900 in the first two months of operation.

Key Items of Evaluation

Program #9

V(A). Planned Program (Summary)

1. Name of the Planned Program

Commercial Horticulture

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
102	Soil, Plant, Water, Nutrient Relationships	25%	25%		
205	Plant Management Systems	50%	50%		
215	Biological Control of Pests Affecting Plants	10%	10%		
216	Integrated Pest Management Systems	15%	15%		
	Total	100%	100%		

V(C). Planned Program (Inputs)

1. Actual amount of professional FTE/SYs expended this Program

Year: 2008	Extension		Research	
	1862	1890	1862	1890
Plan	8.5	0.6	0.0	0.0
Actual	11.7	0.0	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
209923	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
255868	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
1395282	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Program priorities for commerical horticulture support economic and environmental sustainability through research based continuing education.These include grower meetings, workshops, on-farm research, on-farm demonstrations, publications, on-farm consultations.Addtional activity was related to: ETP19B Cultivar Selection as a Tool to Sustain Fruit Production; ETP19E Promoting Drip Irrigation in Commercial Horticulture and Home Grounds for Water Conservation; and ETP19FSustainable Management of Imported Fire Ants

On-farm demonstrations related to irrigation design, water use, and fire ant management.
Dissemination of research and demonstration results.
Grower meetings throughout the state related to fruit, vegetable, ornamental, Christmas tree, and turf.
Agent training workshops for irrigation design and components for water conservation.
Agent training for proper fruit pruning and training.
Urban workshop for irrigation design and water conservation strategies.
Multi-state fruit and vegetable commodity conference.
New fruit producer educational program
Statewide field day 'Farm, Home, and Wildlife Field Day'
Newsletters, web-based material, presentations development
Fruit insect monitoring
On-farm consulting
Community market development
Labor issues workshop and video conference

2. Brief description of the target audience

The primary target audience is traditional commercial horticulture producers, new producers, Extension faculty, and Master Gardeners.

V(E). Planned Program (Outputs)

1. Standard output measures

Target for the number of persons (contacts) reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	41000	97000	4000	10000
2008	20000	360000	1636	4000

2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

Year	Target
Plan:	0
2008 :	0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

	Extension	Research	Total
Plan	0	0	
2008	4	0	4

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- This program area will include numerous output activities and methods as part of the Extension Team Projects (ETPs) which are described/explained in the prior "outcome activities and methods sections." The success of many of these outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the ETPs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity.

Year	Target	Actual
2008	2	0

Output #2

Output Measure

- Irrigation demonstrations for water conservation

Year	Target	Actual
2008	{No Data Entered}	5

Output #3

Output Measure

- Irrigation workshops, water saving devises

Year	Target	Actual
2008	{No Data Entered}	4

Output #4

Output Measure

- New producers involved in training meetings and workshops

Year	Target	Actual
2008	{No Data Entered}	300

Output #5

Output Measure

- Community market development and support

Year	Target	Actual
2008	{No Data Entered}	10

Output #6

Output Measure

- Fire Ant demonstrations and workshops

Year	Target	Actual
2008	{No Data Entered}	12

Output #7

Output Measure

- On-farm consulting

Year	Target	Actual
2008	{No Data Entered}	350

Output #8

Output Measure

- Commercial horticulture producer education sessions

Year	Target	Actual
2008	{No Data Entered}	20

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O No.	OUTCOME NAME
1	For ETP19A - Alabama Certified Landscape Professional (ACLP) Training and Testing, and ETP19B - Alabama Certified Nursery Professional (ACNP) Training and Testing, agents will keep participation records for training, test scores and continuing education certification points. They will monitor the testing and determine consistently weak areas that identifies opportunities for training. Agents will be expected to document the number of clientele that were trained or that were assisted with related questions. An annual report will be required. An annual report form will be developed and distributed to all participating agents by the Extension team project leader. This will be done on a fiscal year basis to be used in reporting to the ALNLA and will be due October 1,of each year.
2	Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program.
3	Irrigation demonstrations
4	Irrigation agent training workshop and irrigation auditor certification
5	New producers training
6	Commercial horticulture new producers session
7	On-farm problem solving (consulting)
8	Community market development and support
9	Fire ant demonstrations and workshops
10	Producer Educational Meetings

Outcome #1

1. Outcome Measures

For ETP19A - Alabama Certified Landscape Professional (ACLP) Training and Testing, and ETP19B - Alabama Certified Nursery Professional (ACNP) Training and Testing, agents will keep participation records for training, test scores and continuing education certification points. They will monitor the testing and determine consistently weak areas that identifies opportunities for training. Agents will be expected to document the number of clientele that were trained or that were assisted with related questions. An annual report will be required. An annual report form will be developed and distributed to all participating agents by the Extension team project leader. This will be done on a fiscal year basis to be used in reporting to the ALNLA and will be due October 1,of each year.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	250	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems
216	Integrated Pest Management Systems
215	Biological Control of Pests Affecting Plants

Outcome #2

1. Outcome Measures

Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	10	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
216	Integrated Pest Management Systems
215	Biological Control of Pests Affecting Plants
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems

Outcome #3

1. Outcome Measures

Irrigation demonstrations

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	105

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Improper water use wastes thousands of gallons per year from urban landscapes and commercial fields. Water availability and rationing during droughts affects greenhouse and nursery operations, landscaping businesses, and horticultural crop performance. Poor designed and poorly operated systems is the major contributing factor.

What has been done

Six irrigation demonstrations were set up using low volume drip irrigation systems, urban settings used rainfall shut-off valves. Field days and workshops were held to demonstrate components, proper design, and irrigation schuling. Presentations on proper irrigation methods were given during grower meetings

Results

Over 100 individuals gained knowledge in low-volume irrigation systems, design, scheduling, and maintenance. Six Master Gardeners were trained to assist urban irrigation system installations of rainfall shut-off devises. Birminham Botanical Garden installed rainfall shut-off devise to reduce irrigation and water use during and following natural rainfall. Thirty-five new blueberry producers gained knowledge from presentation by irrigation specialist and field demonstration.

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships

Outcome #4

1. Outcome Measures
Irrigation agent training workshop and irrigation auditor certification

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	26

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Previous two years produced severe droughts in Alabama increasing concern of water use of commercial horticulure. Agents within ACES needed training in new technology available for water conservation.

What has been done

Two workshops were held to provide agents with training of new technology to conserve water based on irrigation design and shut-off devises and allowed testing for certification as irrigation auditor.

Results

Two Extension faculty passed required testing to become certified as irrigation auditors. Twenty Extension faculty gained knowledge of devises available for water conservation installation within irrigation system. Six Master Gardeners were trained from knowledge gained and system with shut-off devise installed in Botanical Gardens irrigation system.

4. Associated Knowledge Areas

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships

Outcome #5

1. Outcome Measures

New producers training

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	380

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Traditional row crop producers, small farmers, and others are seeking additional income and economic stability through horticultural crops production. Most new producers lack experience in growing horticultural crops. Blueberries and their specific requirements have been especially challenging.

What has been done

A SARE grant was obtained and used to begin on-farm irrigation demonstration and provide workshops and meetings for traditional row crop producers. Acid injection systems were installed at farm sites and meetings held covering pre-plant requirments, fertilization, and irrigation management.

Results

A grower group had planted over 100 acres without proper knowlege needed and during extreme drought conditions. Prior to additonal plantings, thirty-five growers gained knowledge on preplant requirement of soil amendments, injection systems for irrigation water neutralization, and proper irrigation, fertilization, and weed control. Eight blueberry meetings were held around the state where 350 small farmers and others gained knowledge needed for small scale blueberry production and marketing.

4. Associated Knowledge Areas

KA Code	Knowledge Area
205	Plant Management Systems
216	Integrated Pest Management Systems
102	Soil, Plant, Water, Nutrient Relationships

Outcome #6

1. Outcome Measures

Commercial horticulture new producers session

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	80

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Increased interest in commercial fruit and vegetable production has increase in the past few years. Increase in market prices and available markets for local fruits and vegetables has help spur this interest.

What has been done

The Commercial Horticulture Team developed a commercial horticulture session for new growers at the multi-state fruit and vegetable conference held annually in Mobile, AL

Results

Eighty new or less experienced producers increased their knowledge on varieties, suitable site selection, planting, and production practises in fruit and vegetable production. Participants were from Alabama, Mississippi, and Louisiana.

4. Associated Knowledge Areas

KA Code	Knowledge Area
205	Plant Management Systems
102	Soil, Plant, Water, Nutrient Relationships
216	Integrated Pest Management Systems

Outcome #7

1. Outcome Measures
On-farm problem solving (consulting)

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:
Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	415

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Commercial horticulture is chalenging to both experienced and inexperienced producers. Southeast climatic conditions increase production problems related to insects, diseases, and water.

What has been done

Specialists and Regional Extension Agents from the Commercial Horticulture Team responded to producer requests for on-site visits related to crop production problems throughout the year. Problems included nutrient management, pest management, and soil management.

Results

Over 400 site visits were made with producers providing research based recommendations to crop related problems. Growers changed actions as result of these recommendations resulting in thousands of dollars benefit to the growers.

4. Associated Knowledge Areas

KA Code	Knowledge Area
205	Plant Management Systems
215	Biological Control of Pests Affecting Plants
102	Soil, Plant, Water, Nutrient Relationships
216	Integrated Pest Management Systems

Outcome #8

1. Outcome Measures

Community market development and support

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	2

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Wholesale marketing of fruit and vegetables for small to medium sized producers is not economically sustainable. Retail markets benefit consumers as well as small and medium sized producers with the state. Over the past several years demand for local community markets has expanded.

What has been done

Extension faculty working with the Alabama Farmers Market Authority, and local governments, have established new community based retail markets and local market boards have been established. Grower training in retail marketing has been conducted.

Results

Two new markets and three additional community retail planning committees have been established for future market development. Total number of community based retail markets now available in Alabama provide over 1500 growers at 103 locations with increased income and availability to fresh local produce to thousands of citizens.

4. Associated Knowledge Areas

KA Code	Knowledge Area
205	Plant Management Systems

Outcome #9

1. Outcome Measures

Fire ant demonstrations and workshops

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	12

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Imported Fire Ants are economically important in commerical horticulture crops, greenhouse/nursery businesses, and turf producers. It is estimated by USDA to cost American agriculture $750 million in losses annually.

What has been done

Lead by Dr. Kathy Flanders, co-leader of Alabama's eXtension team, Extension faculty set up demonstrations in horticulture settings. Pretreatment mound counts and post treatment counts were made. Field visits and workshops were held at demonstration locations to educate producers in fire ant management and calibration of Herd Spreaders for bait distribution. East Alabama Fire Ant Field Day

Results

Thirty-one bait based demonstrations, 12 county based workshops were accomplished, 8 presentations at professional meetings, 10 project participants added to fire ant eXtension, 6 participants attended Annual Confernece as in-service, 3 publications, and 3 slide sets. Twenty-three percent gain in knowlege from workshops, 89% change in management tactices, average of $15 saved per acre by demonstration participants

4. Associated Knowledge Areas

KA Code	Knowledge Area
216	Integrated Pest Management Systems

Outcome #10

1. Outcome Measures
Producer Educational Meetings

2. Associated Institution Types

•1862 Extension
•1890 Extension

3a. Outcome Type:
Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	15

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Producers of commerical horticulral commodities face numerous challenges each year. Addressing these issues the Commercial Horticuture Team planned and conducted numerous educational meetings in all the major industry areas of commercial horticulture

What has been done

Several muli-state meetings were planned and held which included the Gulf States Horticulture Expo, Southeast Greenhouse Conference & Trade Show, Southeast Christmas Tree Meeting, and Deep South Fruit and Vegetable Growers Conference. In addition, across the state regional meetings were held covering fruits and vegetables, athletic turf, and commerical sod production. Educational meetings also included Basic and Advanced Floral Design Short Courses, Greater Birmingham Landscape Professional Program and Alabama Certified Landscape Certification Progam.

Results

Over 7,500 individuals participated in these educational venues. Approximately 3,500 from Alabama gained knowlege necessary for their horticulture businesses.

4. Associated Knowledge Areas

KA Code	Knowledge Area
216	Integrated Pest Management Systems
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems
215	Biological Control of Pests Affecting Plants

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought,weather extremes,etc.)
- Economy
- Appropriations changes
- Government Regulations
- Competing Programmatic Challenges
- Populations changes (immigration,new cultural groupings,etc.)

Brief Explanation

Climatic conditions and pest pressure impact outcomes each year when dealing with agriculture.In addition the number of commercial horticulture regional agents for the entire state is only 6.5 FTE.Supporting specialists across multi-disciplines number 10.All but 5 have responsibilities on other Extension Teams.

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

- Before-After (before and after program)
- During (during program)
- Comparisons between program participants (individuals,group,organizations) and non-participants

Evaluation Results

Key Items of Evaluation

Program #10

V(A). Planned Program (Summary)

1. Name of the Planned Program

Animal Sciences and Forages

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
205	Plant Management Systems	15%	0%		
216	Integrated Pest Management Systems	10%	0%		
301	Reproductive Performance of Animals	10%	10%		
302	Nutrient Utilization in Animals	20%	20%		
303	Genetic Improvement of Animals	10%	20%		
307	Animal Management Systems	20%	20%		
311	Animal Diseases	10%	20%		
315	Animal Welfare/Well-Being and Protection	5%	10%		
	Total	100%	100%		

V(C). Planned Program (Inputs)

1. Actual amount of professional FTE/SYs expended this Program

Year: 2008	Extension		Research	
	1862	1890	1862	1890
Plan	22.6	2.3	0.0	0.0
Actual	23.5	3.5	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
421997	186047	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
514359	207069	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
3661912	419380	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Program area covers ruminant and non-ruminant (except poultry) livestock production and the associated forages needed to sustain these livestock species. There is both an urban and rural component to this program area.In 2008, 7 major projects were associated with this area.

ETP 11A – Dogs as Companion Animals. In 2008, two (2) county workshops, two (2) dog obedience training camps and one (1) regional dog expo were conducted in the State of Alabama. These outreach education activities focused on dog nutrition, health, behavior, safety, positive training methods to improve the human-dog relationship, responsible dog ownership, spay/neuter surgery, adoption, and the physical, physiological and psychological benefits of the human-dog interaction.

ETP 11B – Goat, Sheep and Rabbit Production Systems. In 2008, eighteen (18) multi-county workshops, three (3) county field days, one (1) statewide symposium and one (1) statewide conference were conducted in the State of Alabama. These outreach activities placed emphasis on meat and dairy goat production systems and focused on areas such as genetics, reproductive management, nutrition, pasture management and renovation, performance testing, FAMACHA, herd health management, meat quality assurance, body condition scoring, carcass merit and fabrication, milk production and quality, and manufacture of cheese, soap, lotion, and shampoo.

ETP 11C - Beef Cattle Performance Programs to Enhance Profitability. Through educational programs (2), marketing opportunities (8) and pre- and post-harvest performance data analysis, Alabama producers are given tools to make informed genetic selection/culling decisions and impact their operation as well as the US Beef Cattle Industry as a whole.

ETP 11D - Alabama Meat Quality Assurance Program.This program provides educational programming for beef, swine and goat producers on the proper pre-harvest management techniques affecting meat quality. Includes animal welfare/well-being.Combination of lecture and hands-on programming.

ETP 11E - Alabama REIN (Regional Equine Information Network). Series of programs teaching horse owners the basics of horse management.Participants completing REIN receives a certificate.

ETP 11G - Environmental Stewartship for Alabama Livestock Owners. Program emphasizes proper management strategies to become better environmental stewards.

ETP 11H - Livestock and Forages 101. A comprehensive interactive web site targeting new landowners moving from suburbia to a rural setting with basic animal husbandry and forage production information.

2. Brief description of the target audience

The primary taget audience was livestock owners (cattle, goats, horses, sheep and swine) developing profitable, sustainable animal productionsystems in Alabama. Secondary target audience was consumers of of the food products produced by these animals.An additional focus was placed on consumers eating lamb and goat meat products concerned with dietarycholesterol and other health issues. Tertiary target audience was dog fanciers and the general public interested in the adoption of companion dogs and learning the positive training methods to improve the human-dog relationship.

V(E). Planned Program (Outputs)

1. Standard output measures

Target for the number of persons (contacts) reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	**Target**	**Target**	**Target**	**Target**
Plan	92000	320000	12000	40000
2008	67511	1580017	11198	39340

2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

Year	Target
Plan:	0
2008 :	0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

	Extension	Research	Total
Plan	0	0	
2008	20	0	9

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- This program area will include numerous output activities and methods as part of the Extension Team Projects (ETPs) which are described/explained in the prior "outcome activities and methods sections." The success of many of these outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the ETPs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity.

Year	Target	Actual
2008	6	20

Output #2

Output Measure

- For ETP 11E, it will be the number of graduates

Year	Target	Actual
2008	{No Data Entered}	3

Output #3

Output Measure

- For ETP 11C, it will be the number of herds taking advantage of commercial record keeping analysis services

Year	Target	Actual
2008	{No Data Entered}	50

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O No.	OUTCOME NAME
1	For ETP11J the National Animal Identification Educational Program, the outcome measure will be The number of premises numbers registered for the State of Alabama due to our educational efforts.
2	For ETP11G the Alabama Master Cattle Producer Training Program, the outcome measure will be the number of graduates.
3	Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.

Outcome #1

1. **Outcome Measures**
   For ETP11J the National Animal Identification Educational Program, the outcome measure will be The number of premises numbers registered for the State of Alabama due to our educational efforts.
   Not reporting on this Outcome for this Annual Report

Outcome #2

1. **Outcome Measures**
   For ETP11G the Alabama Master Cattle Producer Training Program, the outcome measure will be the number of graduates.
   Not reporting on this Outcome for this Annual Report

Outcome #3

1. **Outcome Measures**
   Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.
   Not reporting on this Outcome for this Annual Report

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought,weather extremes,etc.)
- Economy
- Competing Programmatic Challenges

Brief Explanation

In general, many animal science and forages programs suffered attendence wise.This was in part due to the increased cost of inputs (fuel, feed and fertilizer).People restricted their activities to keep within their budgets.Grazing schools were fairly well attended.On the rural side, more time is being spent on forages to reduce dependence on stored feed needs.Travel dollars are also being limited because of the slow economy.

ETP 11A - Dogs as Companion Animals . Similar to commercial livestock producers, dog fanciers are also locally impacted by Extension via its' County and Regional Extension Agents, who handle questions, supply information, and conduct training in a wide variety of subject matter areas. To have a statewide comprehensive program, particularly a 4-H dog program, additional training activities focusing on dog science, obedience training, and responsible ownership must be made available to all interested persons across Alabama. Hence, future plans include promoting participation of other Extension professionals and increasing the number of outreach education activities throughout the State.

ETP 11B - Goat, Sheep and Rabbit Production Systems . Post surveys indicated that 5% of program participants reported that drought conditions played a major role in profit margin reduction. Furthermore, because goat producers constitute a minority group with few and less vocal supporters, they are critically under-represented at decision-making levels.

ETP 11E - Alabama REIN (Regional Equine Information Network). The economy and cost of inputs (primarily hay and fuel) really limited interest and enthusiasm for the program. Program was advertised heavily twice in 2008 with little success.

ETP 11H - Livestock and Forages 101. Project leader did not account for the amount of time it would take to develop website. Is still a work in progress.

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

- After Only (post program)
- During (during program)

Evaluation Results

ETP 11A - Dogs as Companion Animals
Increased knowledge of dog science, obedience training, and responsible ownership.
Increased sense of security among adults.
Increased recreational activities among adults.
Increased self-esteem among youth and adults.
Improved quality of life.

ETP 11B - Goat, Sheep and Rabbit Production Systems
Increased knowledge of key production management practices.
Improved forage management.
Improved efficiency of production.
Improved animal health and well-being.
Increased marketing and profitability.

ETP 11C - Beef Cattle Performance Programs to Enhance Profitability.
Increased working knowledge of information needed to properly evaluate production in herds
Improved production efficiency
Increased knowledge of retained ownership of cattle through harvest
Increased knowledge of marketing methods and outcomes

ETP 11D - Alabama Meat Quality Assurance Program.
Reinforced quality assurance principles and introduced how animal welfare will play a larger role in animal production agriculture
Increased marketing options with quality assurance certification

ETP 11G - Environmental Stewartship for Alabama Livestock Owners.
Increased knowledge of how to assess water quality in streams and ponds
Increased management practices to maintain or improve water quality on livestock operations

Key Items of Evaluation

ETP 11A - Dogs as Companion Animals

As a result of the activities, 119 program participants gained knowledge of dog science, obedience training, and responsible ownership.

As a result of the activities, 51 program participants observed increased sense of security.

As a result of the activities, 45 program participants observed increased recreational activities.

As a result of the activities, 39 program participants observed increased self-esteem.

As a result of the activities, 124 program participants observed improved quality of life.

ETP 11B - Goat, Sheep and Rabbit Production Systems

As a result of the activities, 672 program participants gained knowledge of key production management practices.

As a result of the activities, 441 program participants observed improved production efficiency.

As a result of the activities, 441 program participants observed improved animal health and well-being.

As a result of the activities, 269 program participants reported increased profitability rates ranging from 6 to 16 percent.

ETP 11C - Beef Cattle Performance Programs to Enhance Profitability.

549 bulls and heifers with performance information were marketed to 123 different buyers in 4 states.

Economic impact to bull buyers due to purchasing improved genetics is $252,000 due to increased prices they will receive at market

Economic impact to sellers averaged an additional $200/bull; $73/open heifer and $100/bred heifer over private treaty marketing

Results from retained ownership of steers indicate Alabama calves are on par with the US Beef Industry in terms of performance and carcass characteristics.

Program #11

V(A). Planned Program (Summary)

1. Name of the Planned Program

Agronomic Crops

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
102	Soil, Plant, Water, Nutrient Relationships	25%	25%		
205	Plant Management Systems	50%	50%		
215	Biological Control of Pests Affecting Plants	10%	10%		
216	Integrated Pest Management Systems	15%	15%		
	Total	100%	100%		

V(C). Planned Program (Inputs)

1. Actual amount of professional FTE/SYs expended this Program

Year: 2008	Extension		Research	
	1862	1890	1862	1890
Plan	22.9	0.5	0.0	0.0
Actual	22.7	0.0	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
407117	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
496222	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
2678810	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

ETP10B Geospatial Technologies: This ETP included an in-service training session that included the following: planning geospatial education programs, collecting data, navigating, and mapping with a handheld GPS unit, utilizing Virtual Alabama (Google Earth EC), and utilizing publicly available imagery.

ETP10C Sustainable Peanut Production: Participants in this ETP were involved in the following: direct response to indirect and direct in-field advisement of peanut producers; on-farm diagnoses of peanut weed, disease, and plant health inquiries; and attendance/participation in state, regional, or national production conferences.

ETP10D Global Competitiveness in Alabama Agriculture: The Global Competitiveness ETP is responsible for responding to the lack of experience with and international awareness by providing extension educators with exposure to international agriculture in a wide range of areas. The program is made up of 22 regional and county extension agents, 5 specialists, and 4 county extension coordinators.

ETP10E Herbicide Resistance Management Program: This project educated farmers about the threat of herbicide resistant weeds in their row crops and also acted as an early detection system to limit the spread of herbicide resistant weeds in Alabama.The proper use of herbicides, sprayer calibration, and crop rotation benefits were the focus of the project.It provided a method for farmers to report weeds in their fields that they think are resistant to foliar herbicides such as glyphosate (Roundup, etc.).

ETP10F Rapid Response Agronomic Program: Activities were designated in four distinct categories:1) response to direct inquiries involving recommendation requests; 2) on-farm response to direct or indirect subject matter inquiries; 3) response to environmental disasters; and 4) proactive programming to aid in unforeseen problems.

ETP10G Asian Soybean Rust: This season-long monitoring program provided an early warning system for soybean growers in Alabama and the Southeast. The project consisted of team members monitoring soybean sentinel plots located throughout the state.When soybean rust was detected in a sentinel plot, soybean growers were alerted of its presence via the Auburn University Soybean Rust Hotline and the USDA-Soybean Rust Website.

ETP10H Renewable Energy Project: This project was aided at increasing the domestic fuel supply thereby decreasing energy prices and to increase production of energy feed stocks. To reach these goals, ETP members worked with farmers, forestry owners, fleet managers, renewable energy entrepreneurs, state and local governments and other institutions and agencies. Team members used research based crop production data to help improve energy crop production, produce on-line videos, and a website.

ETP10I Irrigation and Water Management:This project allowed agents and specialists to become familiar with operating characteristics and applicability of various irrigation systems for Alabama crops by attending in-service irrigation-related meetings, commodity production meetings, and special workshops held annually.Meeting target audiences include existing and potential row-crop irrigators.

2. Brief description of the target audience

Target audience: The activities of the Agronomic Crops Program Priority Team targeted the following groups of stakeholders: 1) row crop producers and their representative groups that included, but were not limited to, the Alabama Cotton Commission, Alabama Peanut Commission, Alabama Soybean Producers, and the Alabama Wheat and Feed Grains Committee; 2) row crop advisors included ACES agents and specialists, public and private crop advisors; 3) governmental agency personnel included USDA, NRCS, and federal crop insurance and risk managers, 4) public policy makers requesting information that impacted Alabama's agricultural community, and 5) private citizens impacted by policies and practices used for the production of food, fuel, and fiber. All educational programming efforts targeted audiences without exclusion or discrimination, as specifically defined by ACES policy guidelines.

V(E). Planned Program (Outputs)

1. Standard output measures

Target for the number of persons (contacts) reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	56000	210000	4500	16500
2008	0	0	0	0

2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

Year	Target
Plan:	0

2008 : 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

	Extension	Research	Total
Plan	0	0	
2008	2	2	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- This program area will include numerous output activities and methods as part of the Extension Team Projects (ETPs) which are described/explained in the prior "outcome activities and methods sections." The success of many of these outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the ETPs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity.

Year	Target	Actual
2008	4	0

Output #2

Output Measure

- Several outputs were generated by this project including distribution of state and region-wide information on the occurrence of Asian soybean rust, insect pest management, field crop diseases, and potential herbicide resistance in crops around the state. Alternative control measures were developed to reduce the impact of the problem pests on the current crop. Recommendations for a management plan for agronomic row crops were also developed. Several methods of notification (e-mail, Timely Information Sheets, articles in the popular press, etc.) were used to disseminate information. Meetings, conferences, and trainings throughout the year included resistant weed management, geospatial and precision agriculture information, soil fertility and fertilizer management, and in-season tours and field days that were used to provide local information on the problem. Other methods such as printed articles and web-site information was distributed through e-mail and website publications to inform the farming community. Specific outputs included: 1- In-service training meetings for target audiences and on-farm visits for cotton, soybean, Asian soybean rust, peanuts, field corn, and small grains production; precision agriculture techniques including geospatial technologies, herbicide resistance as well as integrated management of insect pests; 2- Response via phone, e-mail, internet, and on-farm visits at the request of the producer to diagnose and deliver agronomic crop production recommendations; 3- Information posted on the agronomic crops and the national Asian soybean rust website (i.e., www.alabamacrops.com) and through the Auburn University Soybean Rust telephone hotline; 4- Publications like the 2008 IPM Guides and demonstration results reports for use by clientele groups; 5- Hard copy publications for use in production meetings and trainings where deemed appropriate; 6- Establishment of disaster response measures.

Year	Target	Actual
2008	{No Data Entered}	3

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O No.	OUTCOME NAME
1	For regional or county production meetings: determine producer numbers, acreage represented, overall economic interests represented from the participating farming operations, and predict the economic impact of the information presented (note: this will be based on the following: (acreage represented X average yield/acre X average cotton and program price received X predicted percent yield increase or savings in inputs based on the agent's or specialist's knowledge). Targets below represent millions of dollars.
2	Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.

Outcome #1

1. Outcome Measures

For regional or county production meetings: determine producer numbers, acreage represented, overall economic interests represented from the participating farming operations, and predict the economic impact of the information presented (note: this will be based on the following: (acreage represented X average yield/acre X average cotton and program price received X predicted percent yield increase or savings in inputs based on the agent's or specialist's knowledge). Targets below represent millions of dollars.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	100000000	100000000

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Row crop production is in a pivotal period that is likely critical for the continuation of domestic commodity supply to the U.S. It is also critical that row crop producers remain profitable and sustain long-term viability to ensure a safe, reliable food and fiber supply for our citizens. Failure to deliver innovative, effective educational programs during this period of soaring input costs and weak commodity prices will lessen the likelihood of their success.

What has been done

Many of the on-farm result demonstrations, in-service trainings, and informational resources have been developed around the described priority. It is with a sense of urgency that our team has worked to ensure that producers become more efficient in a time where reduced crop yields and prices received can result in financial ruin. While some of our efforts are reactive in nature where pests, environmental extremes, and other conditions warrant, the agronomic crops team has always striven to be pro-active in their efforts to position producers and consumers for success.

Results

Efforts of the Agronomic Crops team have resulted in ensuring the long-term economic sustainability of producers in many ways. The following are some examples: 1) crop variety/hybrid trials ensure that producers are able to select entries that are adapted to their farms and region of the state (example: a 1000 acre cotton producer who avoids planting a sub-par variety which yields 200 lbs of lint/acre less than an elite selection will net 20,000 lbs more lint/acre which is worth approximately $11,000 at current prices; 2) controlling pests which would otherwise result in decreased yield and quality (example: controlling grain storage bin insects can result in higher prices received for the end product; in fact, high infestations can result in rejection of the grain if levels are extremely high; and 3) herbicide resistant weed management using high residue cover crops result in higher soil organic matter levels, increased water-holding capacity, and a reduction in the overall pesticide load in the environment.

4. Associated Knowledge Areas

KA Code	Knowledge Area
205	Plant Management Systems
102	Soil, Plant, Water, Nutrient Relationships
216	Integrated Pest Management Systems
215	Biological Control of Pests Affecting Plants

Outcome #2

1. Outcome Measures

Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	10	10

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Members of the Agronomic Crops team are required to provide a narrative of a successful programming effort on an annual basis. In 2008, the following success stories were included by the Agronomic Crops team: Implementation of a CORS for use by AL Producers, Herbicide Resistant Pigweed Management, Pesticide Clean Day, Tomato Spotted Wilt Virus Management in Peanuts, and West Alabama Corn and Soybean Meetings. These narratives detail the wide range of educational efforts and successes that this team was involved with in 2008.

What has been done

In the case of the projects outlined above, agents and specialists worked to plan and secure funding for their educational efforts. In Project 1, meetings were set up with local growers, government officials, and private industry, to develop an action plan for locating a CORS site in north Alabama. In Projects 2 and 4, meetings were held and field demonstrations conducted to find solutions to the problem weed and disease situations. Project 3 was a collaborative effort between the Alabama Department of Agriculture and Industries, The Alabama Cooperative Extension System, The Alabama Agricultural Experiment Station, and Environmental Protection Agency. Project 5 involved regional agents, county agents, and state specialists providing in-service training to producers and other interested parties on research-based production information.

Results

In Project 1, the Courtland, AL CORS is the first widespread use of this technology by farmers in the nation and the first partnership of its kind in Alabama. By collaborating in the Courtland CORS project, farmers were able to save approximately $40,000 each for an approximate total savings of $360,000. In Project 2, the Barbour county Alabama farmer now estimates that he has over 1,000 acres infested with glyphosate resistant Palmer amaranth. This allowed Agronomic Crops agents and specialists the ability to recommend alternative management tactics that will limit its spread to surrounding farms. In Project 3, 14,560 pounds of out of date pesticides were collected from producers and private citizens and disposed of properly, thus lowering the potential for environmental contamination of pesticides and containers and limiting personal hazard. In Project 4, the ongoing ACES and AAES TSWV extension and research program have enabled Alabama peanut producers to maintain profitable peanut yields. That could mean a loss in farm gate income of well over 100 million dollars. In Project 5, education programs affected over 300,000 acres of corn and 200,000 acres of soybean production, exceeding $95 million in on-farm income.

4. Associated Knowledge Areas

KA Code	Knowledge Area
216	Integrated Pest Management Systems
205	Plant Management Systems
102	Soil, Plant, Water, Nutrient Relationships
215	Biological Control of Pests Affecting Plants

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought,weather extremes,etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Programmatic Challenges
- Populations changes (immigration,new cultural groupings,etc.)

Brief Explanation

There were numerous external factors that impacted the planned outcomes of the Agronomic Crops program.The external factors included: increased input costs, falling commodity prices, potential changes in Farm Bill regulations, weakening of the economic environment across the world, continued technology introduction and high fees for adoption, and other increased costs of production.Inclement weather (drought) was a major problem in isolated areas within the state for the third year in a row.Field inspections also indicated an increase in the spread of herbicide resistant pigweed, since high winds generated by such weather systems and moving from the east into Alabama from Georgia likely moved pollen from resistant plants.

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

- After Only (post program)
- Before-After (before and after program)
- During (during program)
- Comparisons between program participants (individuals,group,organizations) and non-participants

Evaluation Results

Surveys of Alabama farmers regarding their use and adoption of geospatial technologies (ETP 10D) indicated that producers consider Extension to be the primary source of information regarding geospatial technologies and they expect Extension to continue to provide them with information in this area.This ETP trained Extension personnel to effectively deliver geospatial education to Alabama producers and to assist them in the adoption of these technologies.
In 2008, participants in peanut production training (ETP 10C) estimated that 60 percent of the crop was planted in TSWV-resistant (tomato spotted wilt virus) varieties, boosting the overall acreage to almost 98 percent planted in these varieties.This change has increased agricultural income by more than $10 million in the region. Farmers also indicated that pod-blasting provided by Extension personnel enabled them to dig their crops at the proper time for optimum yield and grade.These efforts resulted in a substantial support network for Alabama peanut growers. By changing cultivation practices and selecting better varieties, growers are increased their yields; by improving weed and pest management practices, growers reduced their input costs; and by digging at optimum harvest time, growers received more money for their crops.
On-farm surveys by participants in ETPs 10E and 10F indicated that greatest impact garnered in 2008 was the determination that glyphosate-resistant pigweed has arrived in Alabama fields and that this problem will probably spread across the state.This knowledge helped producers begin to deal with the problem before it caused major economic loss in their fields.

Key Items of Evaluation

The surveys that the Agronomic Crops team conducts may take on many formats.Included in these are: 1) Pre/post testing of producer or Extension personnel (utilized sparingly for formal in-service trainings); 2) Post testing of production conference effectiveness; and 3) On-farm/direct contact surveys which are conducted on an on-going, informal basis.The third format enables the team to better determine the adoption attitudes towards our educational programming efforts.

Program #12

V(A). Planned Program (Summary)

1. Name of the Planned Program

Farm Management and Agricultural Enterprise Analysis

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
601	Economics of Agricultural Production and Farm Management	45%	0%		
602	Business Management, Finance, and Taxation	35%	0%		
605	Natural Resource and Environmental Economics	10%	0%		
801	Individual and Family Resource Management	10%	0%		
	Total	100%	0%		

V(C). Planned Program (Inputs)

1. Actual amount of professional FTE/SYs expended this Program

Year: 2008	Extension		Research	
	1862	1890	1862	1890
Plan				
Actual	8.2	0.0	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
147357	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
179608	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
973904	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

This program is an educational-service activity aimed to assist farmers in Alabama's 67 counties plus six Florida counties with improved record keeping, decision-making, and resource management to enhance profitability and survivability of farm operations and viability of the farm and agribusiness sectors. Activities in 2008 involved 7,009 face-to-face contacts, 6,284 non-face-to-face contacts (largely phone and email) plus immeasurable contacts through print and radio/T.V. media. The six economists who are employed by the Alabama Cooperative System and member associations directly served about 275 farm families through four Farm Analysis Associations which are member controlled. Association membership is open to any farm family who pays fees and complies with defined policies and procedures. Association participants used various legal business forms to conduct farm business in 2008: 125 sole proprietorships, 9 LLC's, 39 S-Corps, 31 partnerships, 3 C-Corps, and 2 non-profits. In addition to collection, assembly, and analysis of participating farm business records and dissemination of related financial, tax, and management education and guidance, economists addressed a wide array of topics for non-members. Non-members included county and regional extension agents, lenders, accountants, farmer and governmental organizations, commodity groups, attorneys, specialists, and other farmers. Topics addressed related to: feasibility/profitability analyses of enterprise alternatives, crop mixes, and capital outlays; tax management; farm accounting and use of accounting software; retirement and estate planning; business organization alternatives; proper accounting/financial software; computer selection; etc.

2. Brief description of the target audience

Target audiences included:
-the 275 or so Farm Analysis Association members who provide the data base for analysis,
-other farmers who are interested in farm management related issues, and
-various organizations and groups who serve the needs of farmers, whether as tax professionals, accountants, governmental agencies, lenders, researchers, teachers, extension specialist, or leaders of agricultural commodity organizations.

V(E). Planned Program (Outputs)

1. Standard output measures

Target for the number of persons (contacts) reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}
2008	7009	6284	50	100

2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

Year	Target
Plan:	
2008 :	0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

	Extension	Research	Total
Plan			
2008	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Direct advisement and counselling of roughly 275 association members

Year	Target	Actual
2008	{No Data Entered}	275

Output #2

Output Measure

- Advise and counsel other, non-member, clientele.

Year	Target	Actual
2008	{No Data Entered}	600

Output #3

Output Measure

- Participate in tax and commodity meetings.

Year	Target	Actual
2008	{No Data Entered}	90

Output #4

Output Measure

- Indirect contacts with clientele through publications, meetings, web page.

Year	Target	Actual
2008	{No Data Entered}	6284

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O No.	OUTCOME NAME
1	Contacts will better understand the farm decision environment.
2	Direct and indirect contacts will make better, more informed, decisions.

Outcome #1

1. Outcome Measures

Contacts will better understand the farm decision environment.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	600

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Farmers affected because they better understand options and impacts. Their operational efficiency and profitability could be improved in the process.

What has been done

Farmers have been advised of feasibility of alternative enterprises, enterprise mixes, technologies, markets and marketing methods, and resource use options.

Results

Farmers are more rational and knowledgeable in their decision making processes.

4. Associated Knowledge Areas

KA Code	Knowledge Area
605	Natural Resource and Environmental Economics
601	Economics of Agricultural Production and Farm Management
602	Business Management, Finance, and Taxation
801	Individual and Family Resource Management

Outcome #2

1. Outcome Measures

Direct and indirect contacts will make better, more informed, decisions.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	13300

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Farmers and related entities because it affects their livelihood and viability.

What has been done

Decision options have been provided and discussed with potential ramifications of alternative actions.

Results

Better, more informed, decisions have been made.

4. Associated Knowledge Areas

KA Code	Knowledge Area
601	Economics of Agricultural Production and Farm Management
605	Natural Resource and Environmental Economics
801	Individual and Family Resource Management
602	Business Management, Finance, and Taxation

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought,weather extremes,etc.)
- Economy
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges

Brief Explanation

Production of major crops in the State was variable by location.While some areas experienced excellent weather and the best yields in several years, other areas faced drought and low yields.Commodity prices were favorable at points in the year and low at other times.Farmers who locked in favorable prices and effectively marketed their products did fairly well.Both crop and livestock farmers faced high prices for inputs, especially for feed, fertilizer, and fuel.

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

- During (during program)
- Other (Participating farmers)

Evaluation Results

A survey of Farm Analysis members provided the following results:
-Average approval score for the 6 economists (0-100, with 100 being best)=96;
-Recommend farm analysis to other farmers, 100% yes; and
-When asked to evaluate (with 1=not important and 5=extremely important) the importance of the Farm Analysis Association and Economist to themselves, Cooperators noted the following items as most important:
-improving my income tax management skills, 4.5;
-improving the overall success of my business, 4.4;
-improving my understanding of the factors that affect the profitability of my operation, 4.3;
-improving my record keeping skills, 4.3;
-improving my ability to evaluate farm business performance, 4.3; and
-improving my financial analysis skills, 4.3.

Key Items of Evaluation

-Role of Association members in providing on-farm data base.
-Role of economists in developing useful financial information for decision making.
-Association member support for economists and their activities.

Program #13

V(A). Planned Program (Summary)

1. Name of the Planned Program

Aquaculture and recreational pond management

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
111	Conservation and Efficient Use of Water	5%	15%		
112	Watershed Protection and Management	10%	10%		
134	Outdoor Recreation	15%	20%		
135	Aquatic and Terrestrial Wildlife	10%	10%		
307	Animal Management Systems	40%	5%		
806	Youth Development	20%	40%		
	Total	100%	100%		

V(C). Planned Program (Inputs)

1. Actual amount of professional FTE/SYs expended this Program

Year: 2008	Extension		Research	
	1862	1890	1862	1890
Plan				
Actual	7.9	0.0	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
140902	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
171741	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
917095	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

The primary activities in this area are 3 statewide Extension Team Projects and general activities of our Program Area.These are:

ETP12A K-12 Aquaculture/Aquascience Education designed to support school teachers, administrators and others to establish and improve aquaculture/aquatic science programs within Alabama schools.

- maintained education section of www.alearn.info web site
- Conducted over 100 school visits
- Conducted field days and exhibitions of aquaculture and its potential as a career
- Provided live fish to schools in Alabama and across the US
- Provided intensive training for teachers from AL, GA, and CT on recirculating aquaculture systems as tool to teach math and science
- Conducted "Fish Camp" for students interested in fisheries, aquaculture and aquatic ecology
- Developed complete kits with aquaculture/aquascience equipment for K-12 teachers

ETP12B Improving the Survival of Live Bait in Bait Shops designed to train bait dealers in the proper care of live bait (fish and shrimp) to the reduce mortality and increase profitability

- Contact was made and relationship formed with 3 bait dealers
- Water quality training was provided to dealers
- Full implementation in 2009

ETP12C Management of recreational sportfishing ponds designed to provide training and support to pond owners

- 8 public workshops and presentations involving pond management
- Multiple newspaper articles, radio spots, and television appearances.
- Maintained pond management section of www.alearn.info web site
- Conducted randomized telephone survey of pond owners

Activities of overall team included:

- Development of and multiple training sessions involving intensive aquaculture systems
- Maintenance of the aquaculture portion of the www.alearn.info web site
- Maintenance of the Auburn University Marine Extension and Research Center web site
- Responses to fish kills in aquaculture and sportfish ponds
- Weed and water quality analyses and recommendations
- Training of agents in basic fish biology
- Cooperation and participation with other agencies concerning timely aquatic resource issues
- Provided angler education presentations

2. Brief description of the target audience

While our activities potentially impact everyone given the importance of water and water management, our focused audiences include:

•Highshcool math and science teachers and students •Fishing bait producers and dealers •Anglers
•Recreational fish pond owners •Aquaculture producers

V(E). Planned Program (Outputs)

1. Standard output measures

Target for the number of persons (contacts) reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}
2008	13301	3206499	9217	0

2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

Year	Target
Plan:	
2008 :	0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

	Extension	Research	Total
Plan			
2008	8	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Total visits to the Educational portion of WWW.ALEARN.info

Year	Target	Actual
2008	{No Data Entered}	62953

Output #2

Output Measure

- Number of telephone surveys of recreational fish pond owners

Year	Target	Actual
2008	{No Data Entered}	250

Output #3

Output Measure

- Pond management workshops

Year	Target	Actual
2008	{No Data Entered}	8

Output #4

Output Measure

- Number of teacher training workshops

Year	Target	Actual
2008	{No Data Entered}	8

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O No.	OUTCOME NAME
1	Survival increase in live bait in bait shops.
2	Improved motivation of high school students involved with aquaculture
3	Increase number of high school aquaculture programs in Alabama
4	Increase in the knowledge of aqaculture and aquasciences by teachers and students.

Outcome #1

1. Outcome Measures

Survival increase in live bait in bait shops.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Bait survival is one of the largest cost factors for dealers. Helping them manage their water and better handle the bait will increase profitability.

What has been done

Individual bait dealers have been contacted and relationships formed. Simple handling rules and water quality measures have been taught to them.

Results

The bait dealers involved in the 2008 reporting year indicated they improved survival of their live bait and profitability. The clientele involved with this project demonstrated an improved water quality standard. In one case mortality rates of 50% have fallen to as little as 15%.

4. Associated Knowledge Areas

KA Code	Knowledge Area
307	Animal Management Systems

Outcome #2

1. Outcome Measures

Improved motivation of high school students involved with aquaculture

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Students often struggle with math and science until given a practical application. Aquaculture is an interesting appraoch that involves the student.

What has been done

Training sessions and establishment of high school aquaculture programs.

Results

Teachers have commented that these aquaculture/aquascience programs and our support for them help motivate marginal students, help develop life skills, promote problem solving and instill students with a sense of responsibility. A couple of students have even told their teachers that these programs are the only reason they come to school. One student that attended the fish camp said that it had been the best experience of their life.

4. Associated Knowledge Areas

KA Code	Knowledge Area
307	Animal Management Systems
111	Conservation and Efficient Use of Water
806	Youth Development
134	Outdoor Recreation
135	Aquatic and Terrestrial Wildlife

Outcome #3

1. Outcome Measures

Increase number of high school aquaculture programs in Alabama

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	4

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
307	Animal Management Systems
135	Aquatic and Terrestrial Wildlife
806	Youth Development
111	Conservation and Efficient Use of Water

Outcome #4

1. Outcome Measures

Increase in the knowledge of aqaculture and aquasciences by teachers and students.

2. Associated Institution Types

•1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

It is important to assess our training and workshop methods to determine if we are increasing knowledge in the targeted areas. Training support for the high school aquaculture programs is critical the success of these educational efforts.

What has been done

Multiple intense training and one on one activities have been held with teachers. Students have particiated in workshops and some have attended Fish Camp for more of an immersion experience.

Results

Teachers that attended the workshop increased their aquaculture knowledge by an average of 22% as indicated by pre/post testing. Students that attended fish camp increased their knowledge of aquaculture and fisheries by more than 50%. Both the fish camp students and the workshop teachers indicated a very positive experience in their evaluations, rating it 4.5 to 5.0 (out of 5) in every category assessed.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development
135	Aquatic and Terrestrial Wildlife
134	Outdoor Recreation
111	Conservation and Efficient Use of Water
307	Animal Management Systems

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought,weather extremes,etc.)
- Economy
- Appropriations changes
- Competing Programmatic Challenges

Brief Explanation

All of the factors above can (and do) have an effect on ACES programming.Due to the relationship between our program and water, drought and flooding can have dramatic impacts on our priorities.The past 2 years has seen a dramatic drought in Alabama.This has cuased a reduction in interest in pond management in terms of coming to workshops.

The economy of the nation and state is of course problematic.Lack of funding limits travel by agents and our clientel.The aquaculture industry is under particular economic stress.Much of our effort has been directed toward increasing profitability of the aquaculture sector.These efforts are not fully demonstrated in this report due to the fact that we did not have a focused ETP in this arena.

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

- Before-After (before and after program)

Evaluation Results

Evaluation of training workshops for highschool teachers and students: Teachers that attended the workshop increased their aquaculture knowledge by an average of 22% as indicated by pre/post testing. Students that attended fish camp increased their knowledge of aquaculture and fisheries by more than 50%. Both the fish camp students and the workshop teachers indicated a very positive experience in their evaluations, rating it 4.5 to 5.0 (out of 5) in every category assessed.

Key Items of Evaluation